School Board

Dr. E. R. Draheim, chairman; Mrs. Elizabeth Campbell,
Dr. Barnard Joy, Colin C. MacPherson, Dr. Curtis E. Tuthill.

Warren Cox was elected to the school board November 7, 1951, to assume office January 1, 1952. He succeeds Colin C. MacPherson, who was not a candidate for re-election.

Administrative Staff

William A. Early, Superintendent of Schools
Edward J. Braun, Clerk of the Board and Assistant Superintendent in charge of business administration of the schools.
C. Glen Hass, Assistant Superintendent in charge of curriculum.
Charles J. Walsh, Assistant Superintendent in charge of personnel.
Jerry Gerich, Assistant to the Superintendent.

Administrative Office — 1426 North Quincy Street, Arlington, Va.
School Health Department — 1800 North Edison Street

Elementary Schools

School	Address	Principal
Abingdon	3035 South Abingdon	Phyllis F. Hales
Barcroft	625 South Wakefield	Levin Hanigan
Barrett	4400 N. Henderson Rd.	John Kiernan
Cherrydale	3710 Lee Highway	Vaughn Duffield
Clay	3011 7th Street, North	Mary Smith
Custis	712 23rd Street, South	Meta Saffelle
Edison	1800 North Edison	Herbert Shelly
Fairlington	3308 South Stafford	Lillian Lambert
Glencarlyn	200 S. Carlyn Springs Rd.	Levin Hanigan
Henry	700 South Fillmore	Mae B. VanMeter
Hoffman-Boston (Negro)	1520 14th Street, South	George M. Richardson
Hume	1801 S. Arl. Ridge Rd.	Florence Maitland
Jackson	855 North Edison	Lillie Massoletti
Kemper (Negro)	2035 S. Lincoln	Richard Moultrie
Kemper Annex (Negro)	25th & S. Lincoln	Richard Moultrie
Langston (Negro)	4854 Lee Highway	Elizabeth Hill
Lee	5722 Lee Highway	Gertrude Smith
Madison	3829 North Stafford	Grace Hall
Marshall	4751 25th Street, North	Grace Hall
Marshall Annex	26th & Old Dominion Dr.	Grace Hall
Maury	3350 Wilson Boulevard	Elsie B. Ellis
McKinley	1030 North McKinley Rd.	Olivia F. Elder
Monroe	2300 Key Boulevard	Clara Coffman
Oakridge	1414 24th Street, South	Byron Cochran
Page (small building)	4003 Wilson Boulevard	Elsie B. Ellis
Pickett	2112 12th Street, South	Marion Taylor
Randolph	14th & South Quincy	Marion Taylor
Reed	1644 N. McKinley Road	Elizabeth Houser
Shirley	2803 28th Street, South	Byron Cochran
Stewart	2400 N. Underwood	Gertrude Smith
Wilson	1601 Wilson Boulevard	Florence Gravatte
Woodlawn	4720 16th Street, North	Vaughn Duffield
Woodmont	2422 North Fillmore	Florence Gravatte
Yorktown	5201 28th Street, North	Herbert Shelly

Secondary Schools

Madison Jr. High	2300 Shirley Highway	Ralph W. Kier
Jefferson Jr. High	816 South Fillmore	C. C. Cone
Stratford Jr. High	4100 North Vacation Lane	C. M. Richmond
Swanson Jr. High	5800 Washington Blvd.	Lena M. Wolfe
Hoffman-Boston (Negro) Jr.-Sr. High	1415 South Queen	George M. Richardson
Washington-Lee Sr. High	4035 13th Street North	Edward Rutter

Arlington Schools

Arlington, Virginia

Arlington Schools

ARLINGTON schools have 17,500 pupils enrolled this year.

This number of students is greater than the combined enrollments last year of the University of Virginia, the College of William and Mary, Washington and Lee University, Virginia Military Institute, Virginia Polytechnic Institute, the University of Richmond, and Longwood and Madison State Teachers' Colleges.

Washington and Lee High School in Arlington, with 2400 students on its roll books, is larger than most of the more than 800 accredited colleges and universities in the United States.

Arlington's present large school size has not come about through gradual, orderly growth.

Since the last war, Arlington has seen its school population increase by hundreds each year. There are 6,000 more pupils in our schools this year than were in average daily attendance five years ago.

While meeting the pressing need for classroom space, Arlington's school administration is also doing its best to comply with a widespread community demand for better schools than Arlington had in the past.

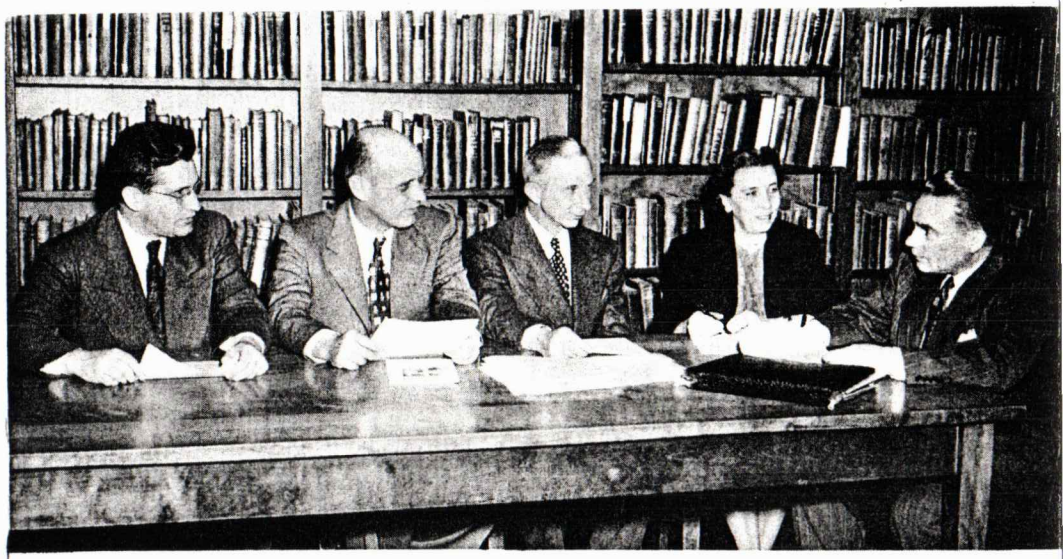
Your School Board and School Administration have accepted the responsibility for providing an improved course of study, better teaching methods, and higher standards in every department of Arlington's schools.

This Superintendent's Bulletin will show what the County School Administration has accomplished during the past year.

It is a report to every taxpayer showing what has been done with tax money provided for schools. It is also a report to every parent of a school child in Arlington. Those parents do not need to be reminded that the success or failure of our schools will have a profound effect on their children's present happiness and future achievement.

It is impossible in this one publication to tell the complete story of Arlington schools. Therefore, the present report will make no attempt to catalog all courses and all facilities available here. Instead it will concern itself chiefly with what is new or changing in the schools at present. This is a progress report of Arlington schools today.

W. A. EARLY,
Superintendent.



Arlington School Board: (left to right) Dr. C. E. Tuthill, Dr. Barnard Joy, Colin C. MacPherson, Mrs. Elizabeth Campbell, Dr. E. R. Draheim, Chairman.

This is What Our School Funds Buy

1. A good elementary program in which every child receives sound instruction in the basic subjects of reading, writing, arithmetic, spelling and speech, and also regular instruction in art, music and physical education.

2. Accredited high schools providing vocational training for those students who wish it, and college preparatory courses which meet all entrance requirements for the best universities in the nation. The high school also provides physical education for students through the tenth grade; and music, art and dramatics on an elective basis for all who wish these subjects.

3. Free textbooks for all pupils. The books are selected from a list approved by the Virginia Department of Education.

4. Transportation for pupils living a mile or more from school.

5. Protective medical and dental service.

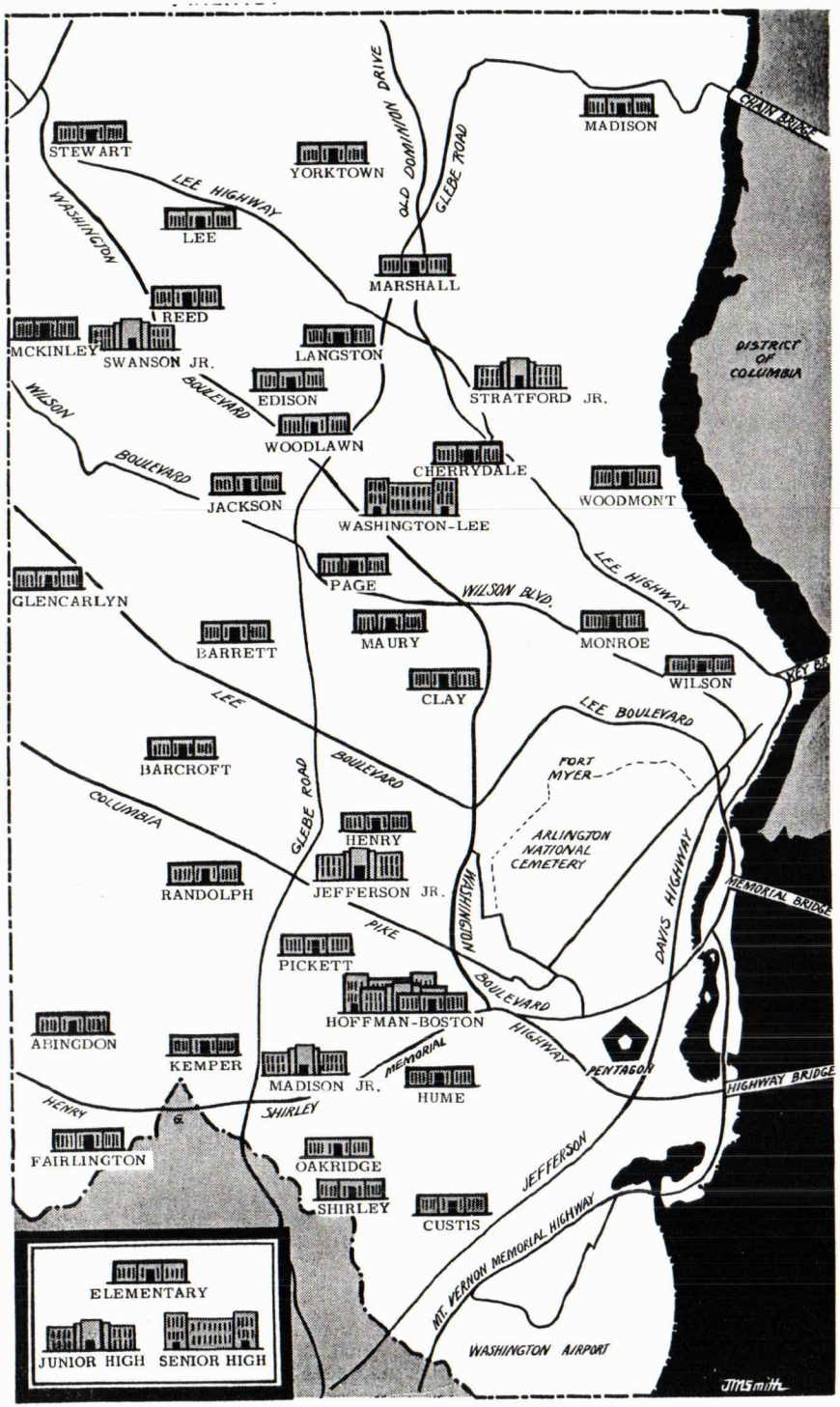
6. A psychological and school guidance program to help pupils meet school problems and to guide them in preparing for their life work.

7. School libraries and a wide variety of teaching materials to strengthen the instructional program.

8. Special classes for handicapped children.

9. A self-supporting school cafeteria program for an increasing number of children.

10. Safe and healthful school surroundings both indoors and on school playgrounds.



How Arlington Schools Are Financed

Arlington schools are financed with funds received from local, state and federal sources. The local money is obtained from taxes on real estate, public utilities and personal property.

The school budget is prepared annually by the Superintendent of Schools and presented to the County Board, which must approve the total amount of funds to be made available. The County Board then establishes the necessary tax rate to raise the approved amount of money.

Property in Arlington is assessed at 40 percent of true value, the present total assessed valuation for budget purposes being $241,779,961. For the current school year, 1951-52, the tax rate is $2.75 per $100 of assessed valuation, the schools receiving $1.47 of this amount. The budget is set up on the basis of a tax collection of 95 percent.

No part of Arlington's business and professional license tax, the county automobile license taxes or the county's share of the alcoholic beverage tax is allocated to the schools.

This chart shows where the 37 Arlington public schools are located. There are not enough classrooms now and there will not be enough even when present new structures are completed. Construction lags about a year behind the actual need.

The total school budget for the last fiscal year was $4,096,523.72. Of this amount, $714,798.15 was received from the state. This included $616,446 from the general appropriation fund, based on the average daily attendance at the rate of $46.00 for each child for the year. The other state funds were from special appropriations for transportation, supervision, adult education, supervising principals, vocational education, school lunch program, teacher's sick leave and free text books.

A grant of $225,274.94 was received by the Arlington schools last year from the federal government for maintenance and operation expenditures. This was received under Public Law 874 which provides financial assistance for "local educational agencies in areas affected by federal activities." Federal payments in lieu of taxes on public housing developments in the county were received in the amount of $26,806.94.

In support of its claims for federal assistance under Public Law 874, Arlington submitted the results of a survey showing that 7,371 pupils out of 15,130 in average attendance last year were children of parents who had come to Arlington since 1939 to work for the federal government.

Out of last year's budget of approximately four and a quarter million dollars, the total cost of maintenance and operation for the Arlington schools was $3,582,557.61. Debt service accounted for $447,467.50.

The present year's total budget for the county schools is estimated at $4,767,707. The increase this year resulted in part from the necessary cost of hiring more teachers and maintaining more classrooms for the 1,400 additional pupils in school this year. The major share of the increase, however, was the result of a $400 salary raise granted to each teacher, in addition to the regular annual salary increment. An average salary increase of $230 was granted to each non-teaching employee, adding another substantial item to the annual budget.

We Need Additional Classrooms For 7500 New Pupils In the Next Five Years

A baffling problem which Arlington's present school administration has ever before it is that of space for the children of the county.

Arlington spent 50 years building classrooms to provide for the 10,994 pupils in average daily attendance in our schools five years ago. In the short period of the last five years the county has been forced to provide for more than 6,000 additional pupils.

School census figures on children below school age indicate that at least 1,500 pupils will be added to our school population each year for the next five years; so the end is not yet in sight.

Higher costs and higher standards for school buildings make today's structures more expensive than those of the half century before 1945. Arlington's school boards have always built well-constructed schools and the present board is continuing this policy.

In spite of the fact that $11,401,000 worth of school construction bonds and $1,005,157 in state funds have been made available to Arlington in the last four years for school sites, buildings and equipment, the buildings already completed and those in the construction or planning stage will not be sufficient to house the children who will be in school next year.

School building in Arlington lags about a year behind the actual need. The 17,500 pupils enrolled in our schools for the 1951-52 session are housed in buildings originally constructed for only 13,200 pupils.

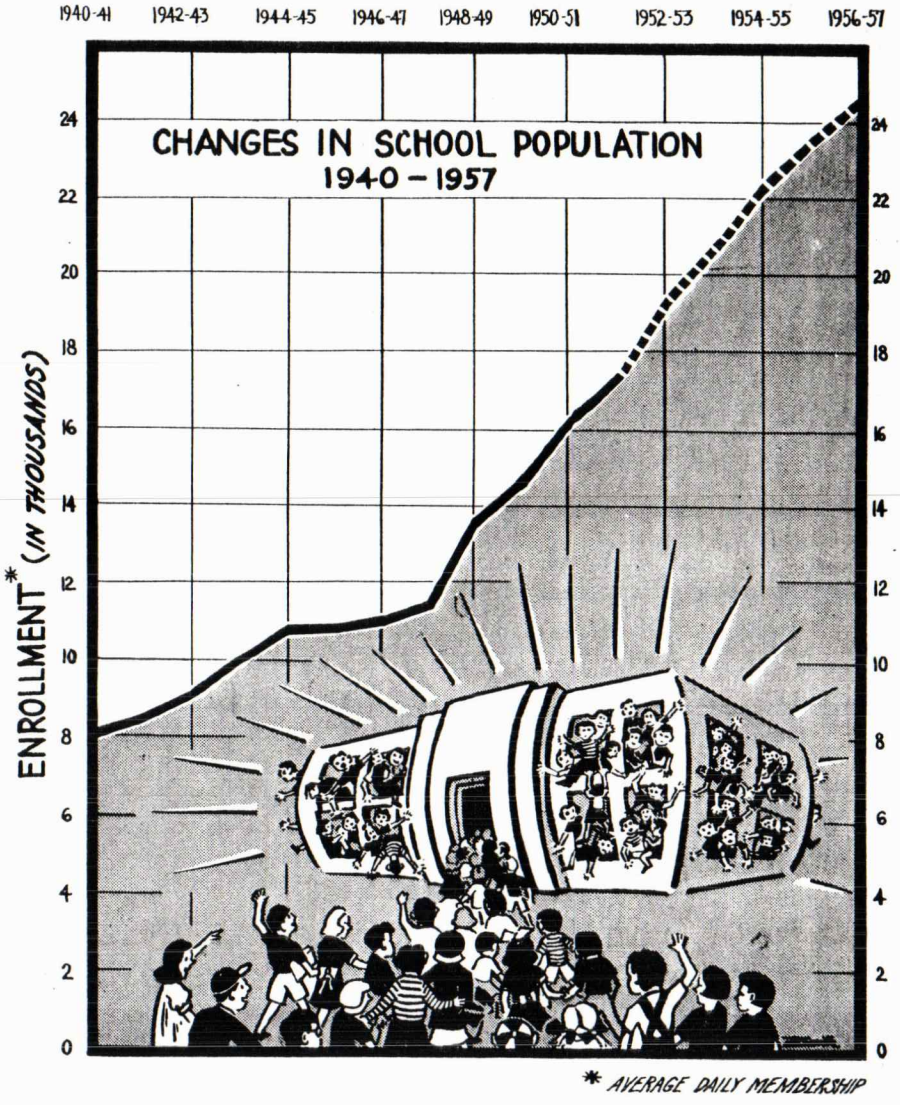
In order to meet today's emergency, 2,253 children are now compelled to attend school on a shift basis, with half of them in class for four hours in the morning and the remainder attending classes for four hours in the afternoon.

Former auditoriums, basement playrooms, offices and libraries have been converted into classrooms in many buildings.

Many rooms are overcrowded. There are 54 elementary classes in Arlington at present with more than 36 pupils in each room.

Stratford Junior high school, built to accommodate 1,000 pupils, now has 1,276 students. Washington-Lee high school, built for 1,900 students, now has an enrollment of 2,400.

Last year fifteen rooms in local churches were used as classrooms, with the School Board paying rent to the churches. The church groups cooperated in every way possible. This year, however, the School Board has voted



to discontinue the use of church space for several reasons. The church rooms were not built to meet state public school standards as to ventilation, sanitary arrangements and playground space. Children attending classes in churches were deprived of the use of school libraries and were unable to join in most normal school-wide activities. The plan was also expensive, the rental and upkeep of the church rooms amounting to more than the upkeep of regular school rooms.

Defeat of a proposed $7,450,000 bond issue in November, 1950, delayed school construction. Approval in

April 1951 of a bond proposal for $4,875,000 provides for the following building program:

Approximately $2,500,000 for the first unit of the Wakefield Junior-Senior High School at Chesterfield Road and South Columbus Street.

About $475,000 for remodeling buildings and purchase of school sites. $1,900,000 for primary and elementary classrooms.

Construction contracts have been signed for the building of three elementary school projects authorized under last April's bond issue. They are:

Jackson school addition. Four classrooms and a multipurpose room are being built at Jackson at a contract price of $248,200.

Nottingham school, at Little Falls Road and North Nottingham Street, will cost $673,300 for construction. There will be 20 classrooms, a large multipurpose room to serve as assembly hall, gymnasium and cafeteria, with an adjoining kitchen; a library, clinic, teachers' room, offices and other auxiliary rooms. The contract will also cover built-in equipment, sidewalks and driveway.

Claremont school, at 4700 South Chesterfield Road. The contract price of $549,143 will pay for 16 classrooms, a large multipurpose room equipped as the one at Nottingham, a library, clinic, teachers' room and offices.

In July, 1951, the 50-year-old Page school on Wilson Boulevard was sold for a net of $386,000. Page was inadequate, outmoded for school use, and no longer desirable for use educationally because it is in the midst of an area of great commercial development. A site hase been bought near Lincoln and North 14th Street to build a replacement for Page.

Gymnasium additions are being built at both high schools in the county. The one at Washington-Lee will include, in addition to the gymnasium, 20 classrooms for science, art and home economics, a small auditorium and office space. The Hoffman-Boston addition will include the gymnasium, a cafeteria, a vocational shop, home economics classrooms and office space.

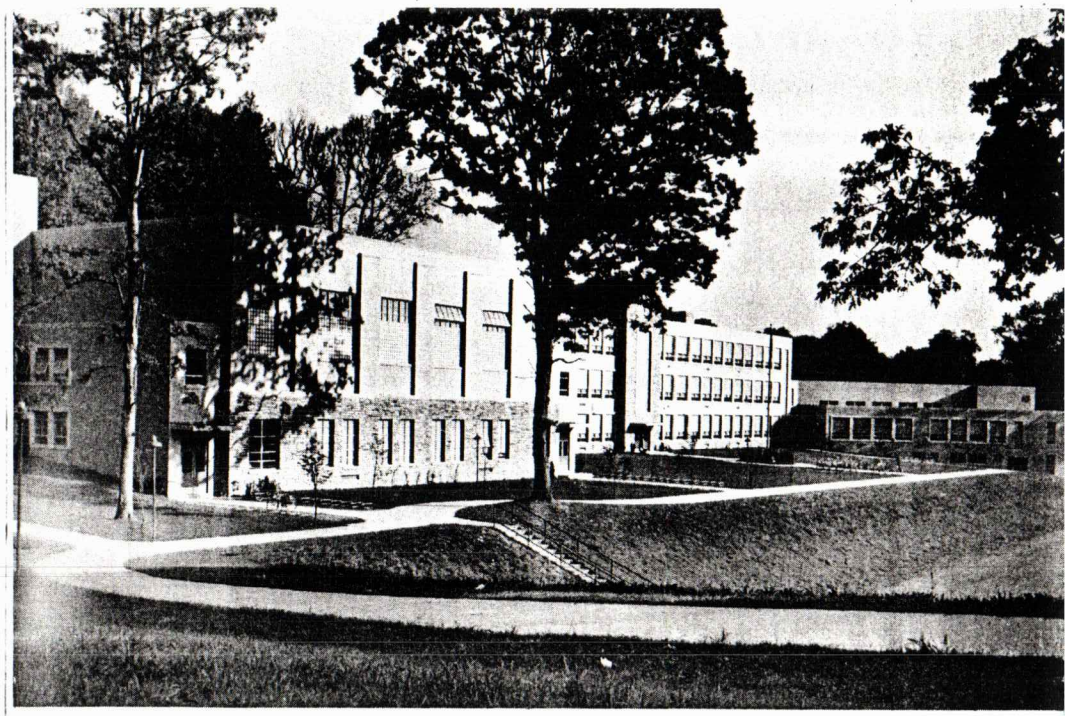
Older Schools Kept in Repair

Arlington's older school buildings, some of them built as long as fifty years ago, cannot be scrapped today even though we are of necessity having to put much emphasis on building new schools. The older buildings must be used to maximum capacity in order to care for our thousands of school-age children.

To preserve the old buildings and to make the best possible use of them, the Arlington school board has adopted the policy of keeping these buildings in good repair and of making them attractive. Some of the money for this purpose comes from the bond funds.

New asphalt tile floors are being installed in the older buildings, with a few being done each year. As repainting is necessary, pleasant pastel colors are chosen. Good lighting has been installed in all schools. Storage closets and shelves have been fitted into unused space.

A staff of more than a hundred men — school custodians, maintenance workers, and vocational and industrial arts teachers hired for the vacation period—worked regularly all this past summer at putting the older schools into good shape and repairing furniture and other equipment.



Stratford Junior High School, which was opened last March, was built to accommodate 1,000 students but now has 1276 enrolled.

Arlington is a Prosperous Community

Arlington today is better able to support its public schools than in the past. This year the county has more than twice as much assessed valuation of taxable property per school child as we had ten years ago.

Growth of the tax base in Arlington, as compared with the number of children in our schools, is as follows:

Year	*Assessed valuation*	*Pupils in school*	*Tax base per child*
1940	$ 48,686,491	8,118	$ 5,997
1945	$ 87,279,994	11,968	$ 7,293
1948	$129,001,268	14,678	$ 8,789
1951	$241,779,961	17,400	$13,895

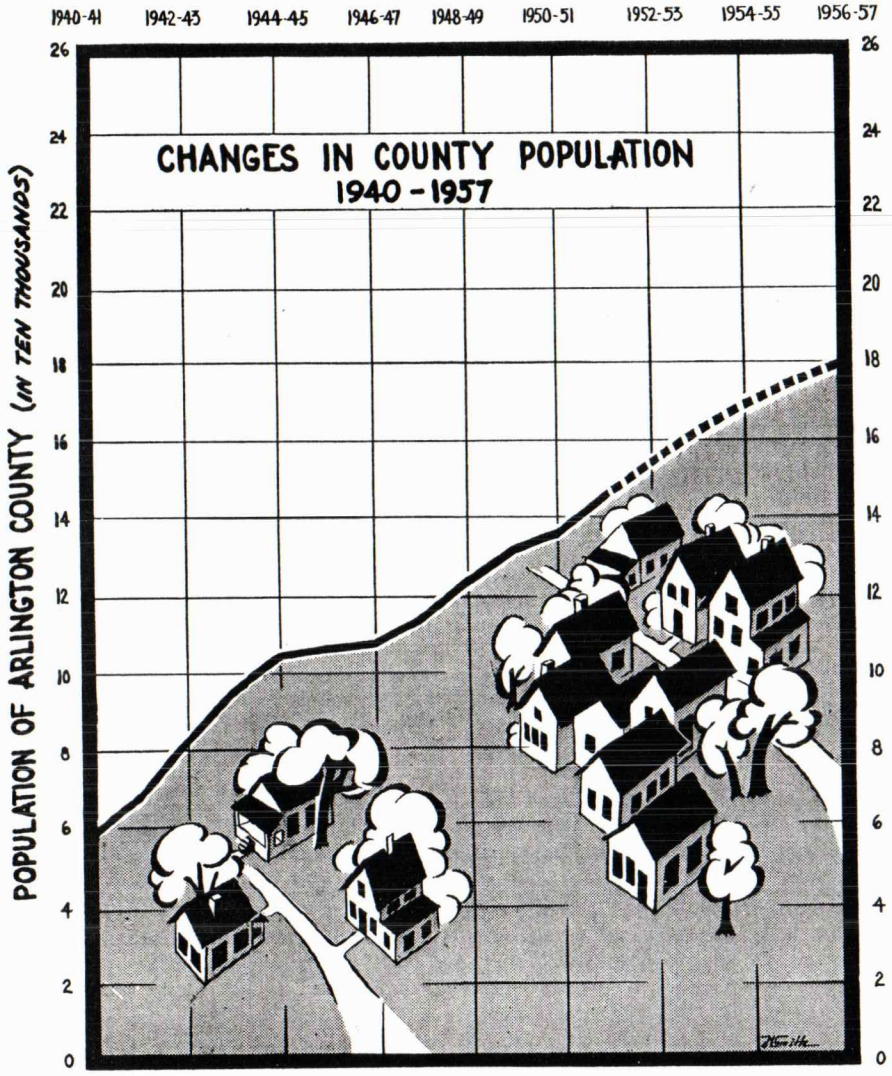
Property in Arlington is assessed at 40 percent of its true value. Therefore, the above figures indicate that there is nearly $35,000 worth of taxable property back of each child in Arlington's public schools.

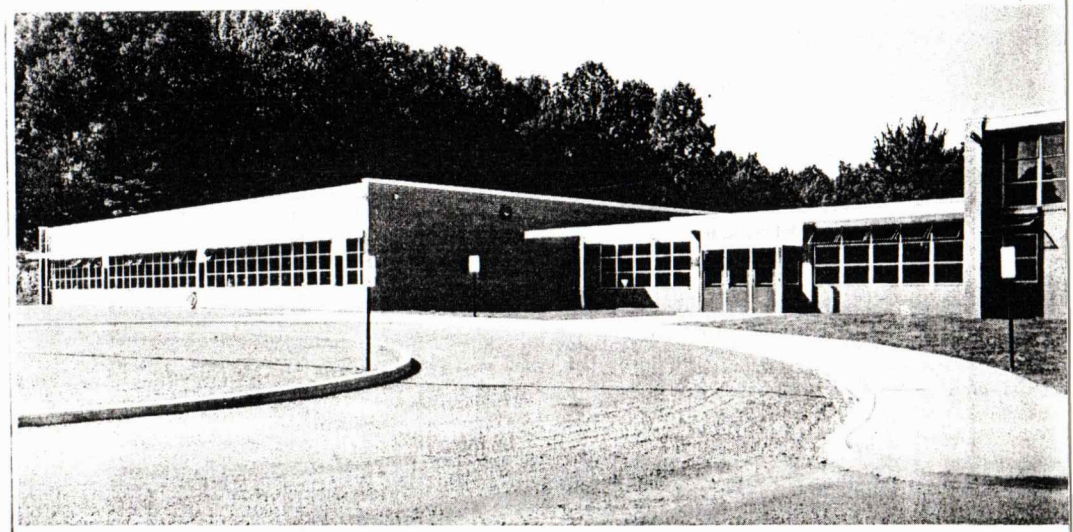
Not only is the tax base of the county high at present, but it is on a strong upgrade. Two large department stores with adjacent additional shopping facilities, are being built this year at a total cost of $18,000,000. Building permits issued in the last fiscal year in Arlington totaled $23,326,747.

Residents of Arlington have average incomes high enough to support good schools. An economic study completed by the County Board this year for

planning purposes indicates that the average family income in this community is $6,000 a year.

An official county survey, "Debt Structure of the County of Arlington, Virginia", issued this year, says "Arlington county leads the state in per capita income. It exceeds that of Richmond and Norfolk areas by a considerable margin. Arlington has a very small percentage of persons in the low income brackets. It is estimated that only 6 percent of the families in the United States have as high an income as the average Arlington family."





McKinley School, in Dominion Hills, was plannned three years ago for 10 classrooms but had to be enlarged to 14 before it was built.

University of Virginia Commends Our Buildings

In a report this year of a survey of school construction in Arlington, the Bureau of Public Administration of the University of Virginia approves Arlington's new schools both architecturally and from a cost standpoint.

Schools built in Richmond, Norfolk, Alexandria and Arlington were studied by the Bureau to determine whether Arlington's schools were built at a reasonable price.

The report says:

"The comparison reveals that the average elementary school construction costs in Arlington county are less by all comparison units, i.e. cost per classroom, cost per pupil, cost per cubic foot and cost per square foot than the average cost of elementary schools in the four areas combined.

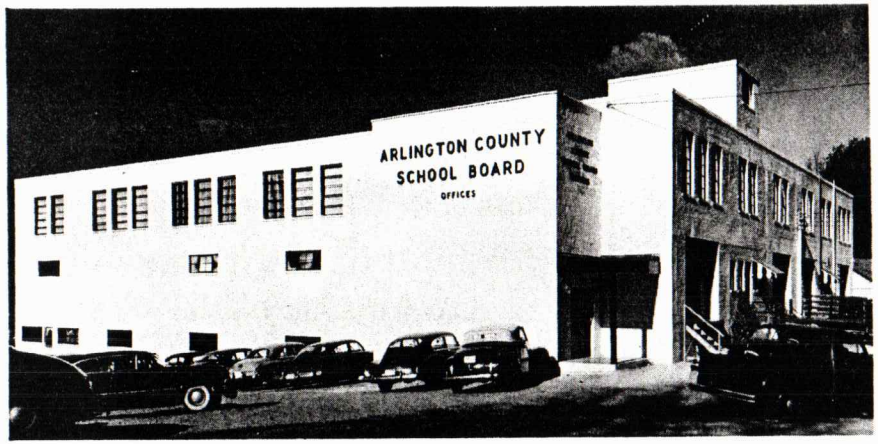
"The architectural appraisal generally is favorable toward the type of new schools constructed (in Arlington) and the newer features incorporated in the schools.

"The multi-purpose rooms and clinics are valuable in promoting the efficient accommodation of an adequate school program. In addition, multi-purpose rooms cut costs by caring for functions usually requiring three 'special rooms', for eating, assembly and dramatics, and recreation.

"New features such as the use of fluorescent light and terrazzo (floors in corridors) have high unit cost—but fluorescent is less expensive to maintain and operate than incandescent lighting and terrazzo is easier to maintain and of greater durability. This makes these innovations less expensive in the long run.

"Glass block and bilateral lighting are proven techniques in effecting superior natural lighting in the classroom.

"The new schools of Arlington are planned and designed to be used extensively by the community—thus integrating the schools into community life."



Arlington school offices are now housed at 1426 North Quincy Street, with all the administrative staff under one roof for the first time.

New Administration Building

Arlington this year has a new school Administration Building, bought for $299,750 in July, 1950. The structure, formerly a warehouse, is located at 1426 North Quincy Street and contains 42,000 square feet of floor space. The building has been attractively remodeled and now provides office quarters for the entire administrative staff of the schools.

Since the Administration Building is near Washington-Lee High School, seven classrooms were opened in the building in September for use by Washington-Lee classes. These help materially in solving the problem of classroom space this year.

The building provides a large storage room for instructional, maintenance and janitorial supplies and also refrigerated storage for the school lunch program.

Approximately 3,200 square feet of refrigerated area in the building is leased to commercial firms at a monthly rental of $906.67.

How School Insurance is Handled

Arlington's entire school insurance program, providing extended coverage on all school buildings, liability insurance for school buses and other vehicles owned by the schools, workmen's compensation, personal bond coverage for individuals handling school funds, and boiler insurance on heating plants, is under the supervision of the School Insurance Advisory Committee. Forty-five licensed insurance agencies in the county share in the commissions on school policy premiums.

The Insurance Advisory Committee is nominated by the Arlington members of the Northern Virginia Association of Insurance Agents, and appointed by the School Board.

Arlington Finds Good Teachers

SCHOOL systems all over the United States are having difficulty in finding well-qualified teachers. To meet this situation, a systematic recruiting program was begun last January to attract good teachers to Arlington to fill 160 positions for the present school year.

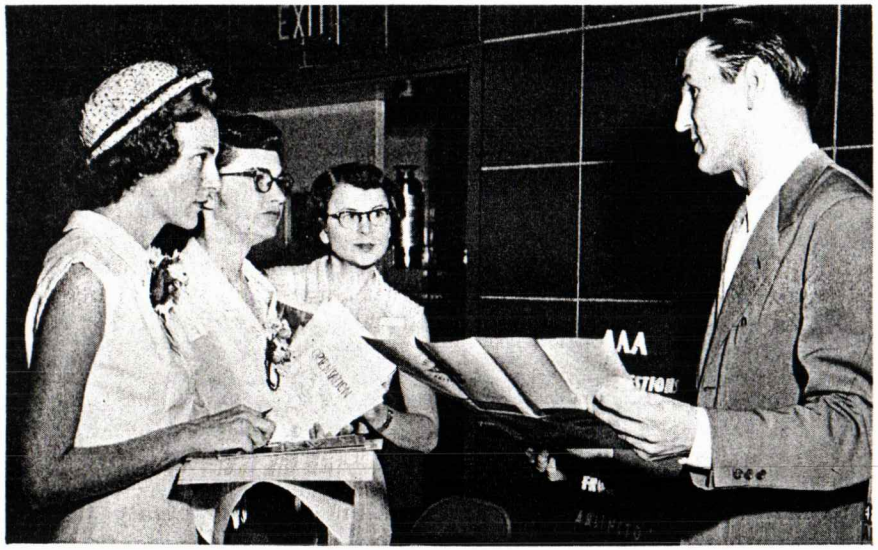
Of the new teachers employed, 70 filled new positions created because of increases in enrollment and to make some improvements in the curriculum. The remainder were replacements for staff members who resigned.

In the recruiting program, promising prospective graduates of teachers' colleges were interviewed on their own campuses in Virginia and nearby states and at institutions as far away as Illinois, Massachusetts and Tennessee. All were required to have specific training for the particular positions for which they were selected.

This year, as in other years, Arlington also employed many fine, experienced teachers who moved into the community because their husbands had been transferred here.

In the final count of new teachers this year, records show that they come from 39 states and the District of Columbia. Thus the teachers in our schools represent a cross-section of the United States, just as the population of Arlington also represents all states in the Union.

These children at Custis School find reading an adventure, as they read stories written about themselves.



During Orientation Week last summer, many community agencies aided our new teachers in getting settled and in starting their work.

We Welcome Our Teachers

An organized welcome program was carried out under the direction of the Arlington school administration during the past summer to help new members of the school teaching staff get acquainted with the community and to assist them in getting established in their new positions as quickly as possible. The project was so well planned that the National Education Association called it the best teacher orientation program ever conducted in the eastern part of the United States.

Early in the summer the new teachers were welcomed by letter and were asked to tell what type of living quarters they would require. Parent-Teacher Associations, many local citizens and local newspapers cooperated to find the necessary rooms, apartments and houses.

The new teachers were asked to come to Arlington a week before the remainder of the teaching staff reported for duty. During this orientation week, regular sessions were held covering many phases of the teachers' work and of life in Arlington. They were taken on tours of schools and to other points of interest.

Local business houses and service organizations set up attractive exhibits, with staff members on duty to assist the new teachers in meeting personal problems incident to moving to Arlington. They were also introduced to educational, religious and cultural advantages offered here.

Entertainment was arranged for the new teachers by various groups. Parent-Teacher Associations invited all the newcomers to lunch one day during orientation week. Six hundred Arlington residents enjoyed a fried chicken picnic supper arranged by the Citizens' Committee for School Improvement as part of the get-acquainted program.

We Train Our Teachers

Arlington's school leaders believe that all efforts to improve our schools must ultimately stand or fall according to the results achieved by the individual teacher with the individual child.

In order to help each teacher work successfully at all times at the highest possible level of professional skill, Arlington schools carry on a continuous program of on-the-job training for our teachers.

Three hundred teachers—nearly half of the entire teaching staff last year—gave of their own time in the spring to attend a workshop held after school hours to learn better techniques for use in the classroom.

One hundred teachers voluntarily enrolled for a two-week workshop during August, 1951. During the warm summer days, these 100 teachers each put in 60 hours studying how better to instruct Arlington's children.

Preceding the opening of school, a week's training period was held for all teachers during which a varied, well-planned program was presented. Educational authorities from six universities spoke to the teachers on such subjects as "How to Improve the Secondary Curriculum," "How to Improve Elementary Teaching," "Better Teaching of Elementary Science," "Family Life Education," and "How to Teach High School Mathematics."

Arlington Students Do Well

Standard achievement tests and mental aptitude tests given last year in Arlington schools showed these results:

California Achievement Test, Grade 4

National Norm		*Arlington Norm*	
Reading	4.8	Reading	5.0
Language	4.8	Language	5.4
Arithmetic	4.8	Arithmetic	5.1
Total Battery	4.8	Total Battery	5.1

Stanford Achievement Test, Grade 7

National Norm		*Arlington Norm*	
Reading	7.6	Reading	8.6
Language	7.6	Language	7.8
Arithmetic	7.6	Arithmetic	7.3

Iowa Silent Reading Test, Grade 8

National Norm	*Arlington Norm*
8.2	8.8

California Test of Mental Maturity, Grade 8

National Norm	*Arlington Norm*
100	110

Proposed Teacher Evaluation

"To aid teachers in achieving maximum growth" is the aim of a new system of teacher evaluation proposed for Arlington as a result of a recommendation by principals.

The new plan was drawn up by a committee of teachers with the hope that it will be adopted to replace a former rating scale which the principals consider inadequate. Under the proposed scale, the individual teacher would be rated on ability in instruction, on school and community relationships, and on professional growth.

The teachers' committee suggests that the evaluation forms be available to teachers at all times so that "the teacher may have a visible reminder of the characteristics of good teaching." They also ask that the evaluation be a "continuous, cumulative process throughout the teacher's tenure in Arlington."

Supervisors Are Necessary

Studies have been made in school systems with supervisory programs and in schools without supervisors. The contrast is great. There is ample evidence to support overwhelmingly the value of efficient supervision in schools.

Arlington has seven general instructional supervisors for 750 teachers. Thus each of them is responsible for an average of more than 100 teachers.

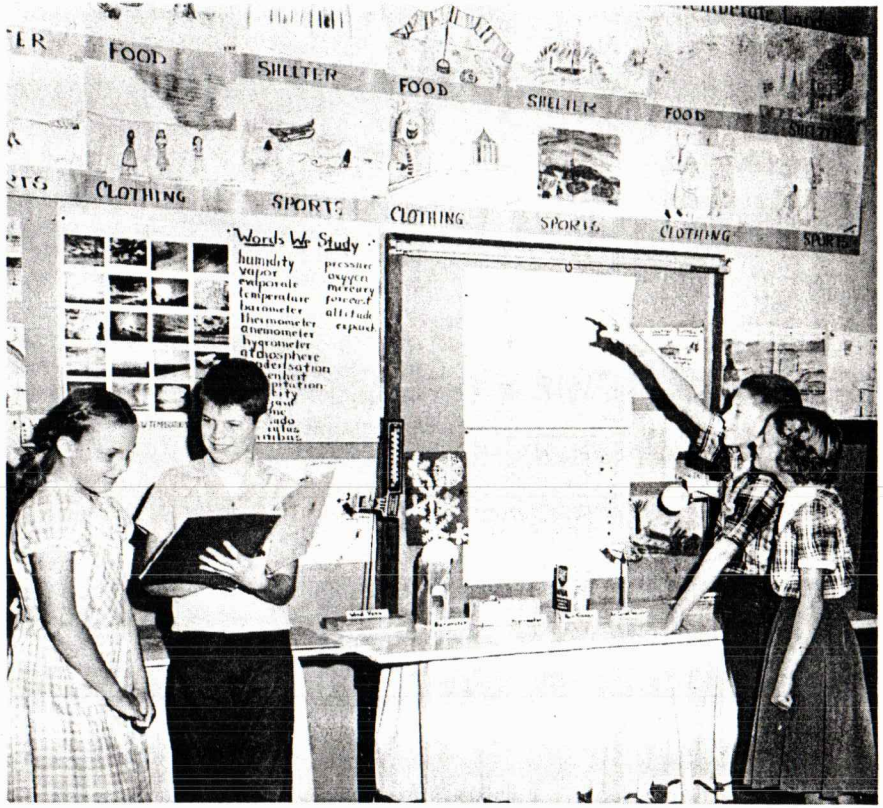
Eight special supervisors serve Arlington schools, one each in the fields of music, art, physical education, homemaking education, guidance, health and safety education, speech, industrial arts, and libraries. Each of these special supervisors is responsible for the effective work of the entire 750 teachers as they work in these special areas.

Specially educated, the supervisor is able to assist principals, teachers and the superintendents in various phases of the school program. It is the supervisor who helps to bring the best methods of teaching from the field of education into the school, who works with all school personnel to help them do their job more efficiently and who acts as the educational link tying together the entire teaching program of the county.

A salary increase of $400 was given to each teacher in the Arlington schools this year. The average salary is now $3,652.

An inexperienced teacher, with a college degree, now begins work in the Arlington schools at an annual salary of $2,900 and may reach a maximum of $4,700 through annual increases. A teacher with a Master's degree works on a salary scale of $3,200 to $5,000. Further increases will be necessary.

Virginia has no teacher tenure plan. In Arlington, however, the School Board has adopted a policy that the contract of each teacher shall be renewed automatically each year, so long as the teacher's professional service has been satisfactory.



A study of weather proved fascinating to these pupils from Barcroft school. As part of this study unit, they learned spelling in a practical way and also improved their reading and arithmetic.

Arlington Improves School Curriculum

GROUPS of teachers, supervisors, parents and members of the school administrative staff have worked systematically this past year to improve the curriculum in Arlington's schools.

Last year a "Teachers' Council on Instruction" was formed, made up of one representative from each of the 37 schools of the county. Working through committees, including nearly 250 teachers, this group carried out many constructive projects. Among its accomplishments were:

1. Writing a handbook for parents of beginning pupils.
2. Completion of a science guide for elementary teachers.
3. Language arts guide being written for grades 1 through 12.
4. Evaluation of textbooks.
5. Recommendations resulting in the hiring of more teachers of

remedial reading.

6. New report cards devised. Much help given in launching the conference method of reporting.
7. Preparation of a proposed form for rating of teachers.
8. New cumulative record for pupils.
9. New referral forms developed for special services, such as psychological services, visiting teachers, speech correctionists, etc.

A "Parents' Council on Instruction" was formed later in the last school year and met monthly to study the curriculum as it now exists in the Arlington schools. Each school in the county is represented in this group by the curriculum chairman of the Parent-Teacher Association, and all meetings are open to the public.

A multilithed "Curriculum Bulletin," published monthly, reports new developments in curriculum to teachers, parents and others.

Successful teaching projects in Arlington schools have been reported through the "Arlington Know-How," another multilithed publication. This is issued by the Arlington Public School Systems Council, also made up of a representative from the faculty of each school in the county, together with representatives of the supervisory and administrative staffs. At each monthly meeting, teachers from five or six schools describe good practices in their own schools and show models and materials for illustrations.

An extensive study for curriculum improvement has been under way at Washington-Lee High School for the past two years. Similar studies are being carried out at Junior high schools of the county. The elementary faculties are also involved in this continuous effort for improved instruction.

All Must Learn to Read

Over the United States as a whole, about one child in five has trouble learning to read. In Arlington, the percentage of children with reading difficulties is believed to be somewhat lower than the national average but there are still many children needing help and Arlington is proud of the special instruction now being offered for these children. Four specialists trained in teaching reading have been employed to work with the two special reading teachers already on the school staff.

The aim in Arlington is to teach each child to read as well as he is able. Improved reading skill will help the pupil in every phase of his school career, as well as in his future life work.

The special reading teachers give daily instruction individually or in small groups for a period of nine weeks in each elementary school in the county. Experience has shown that a daily intensive course of this kind is an effective means of teaching reading.

Reading instruction to students who have difficulty in this subject is also available in Arlington junior and senior high schools. In Washington-Lee High School, English teachers with special training in reading give reading instruction in very small classes to 10th grade pupils.

"Core" Now Called General Education

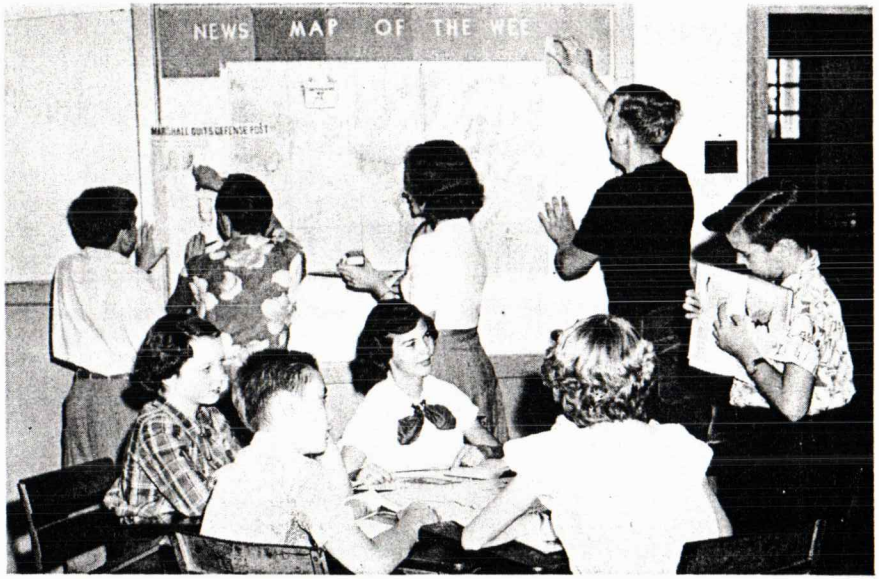
Arlington parents have asked many questions concerning a subject called "Core" which was introduced into the local junior high schools three years ago. Because it is believed the name "General Education" will be better understood, the course will in the future be called by that name.

General Education consists of language, literature and social science—fields of knowledge that are considered to be basic and therefore necessary for everyone.

Under the present system of grouping the English and history studies together, pupils spend two periods daily in the General Education course. The work is presented so that grammar and composition are learned through practice in writing papers in social studies and literature. Literature selections are correlated with the period or problem being studied. Good habits of speech are taught by having the pupils give oral reports. Drill is provided in fundamentals of grammar and spelling.

Much work in the General Education classes is done by committees studying various phases of one project. Instead of limiting their studies to one textbook, the General Education classes use a wide variety of library books and periodicals as source material. One of their chief projects is the teaching of American democracy through a study of the rich heritage of our country and its present-day economic and social conditions.

The Virginia State Department of Education approves the course as taught in Arlington junior high schools. Use of this type of instruction is increasing in 73 percent of the states of our nation, according to a recent survey by the University of Minnesota.



A General Education class at Swanson Junior High School.

A teacher from Woodlawn school holds a report conference with the mother of one of her pupils.

Conferences and New Report Cards Now Tell of Child's Progress in School

A change in methods of reporting children's progress in Arlington elementary schools came about as a result of a study begun two years ago by a group of parents and teachers. They first learned how other school systems are reporting to parents these days. The study showed that most educators today agree that parents need to know more about a child's work in school than can be shown by a letter mark in each subject.

Two methods of reporting are now used in combination in most elementary schools of the county. One of these is a carefully planned half-hour conference between the teacher and the parents of each individual child.

The other method is a written report in which the child's work is graded in detail to show whether he understands a subject, whether he can use the facts he has learned, and whether he is developing in ability to study.

The conferences between the parents and the teachers are proving a popular method of reporting. For these conferences, school is dismissed four afternoons to give the teacher adequate time with each parent.

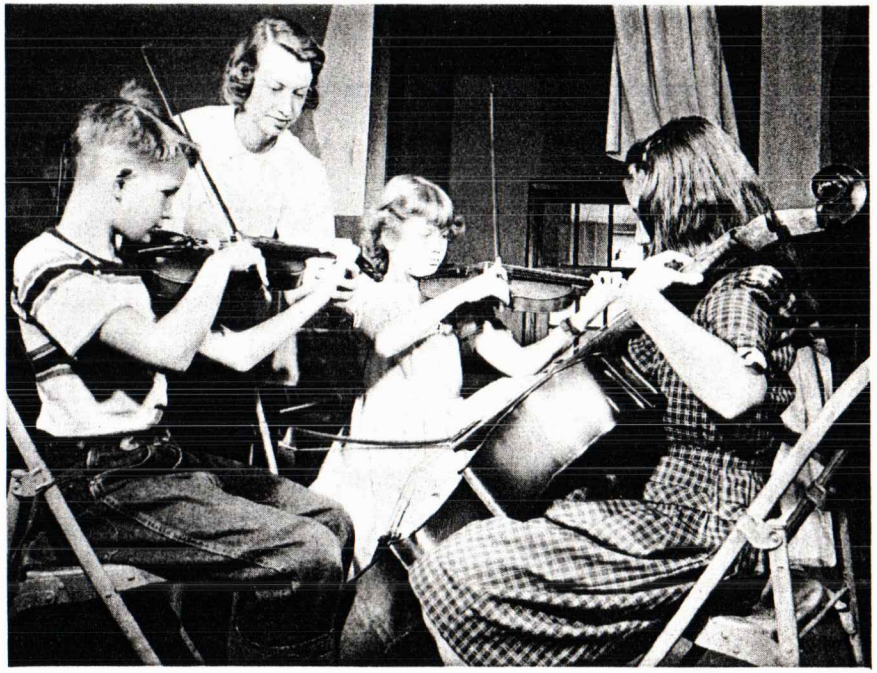
The teacher brings to the conference a folder of the child's work. She also may bring test results to show how the child has scored in individual achievement examinations in basic subjects such as reading and arithmetic. By these test results the child's progress can be rated in comparision with the average results for children in other schools over the nation.

Each teacher uses a guide sheet to remind her of points to bring up in talking to the parents so as to cover every phase of the child's development. Some schools also give the parents guide sheets to remind them of things they may ask the teacher. The teacher is ready to answer questions and is interested in information which the parent may give concerning the child.

The individual conferences with parents necessitate much more work on the part of a teacher than the mere filling out of a report card. One teacher remarked: "In the old days a teacher could get by with most parents by just sending the ABC report card. Very few of them came and asked us to explain exactly how their child was progressing. With the individual conference with each parent, we have to do a conscientious job of evaluating the work of every pupil."

Much interest still centers in the written progress reports, given out in most Arlington schools twice a year, alternating with the conference type of reporting. In analyzing the achievements of each child in the various phases of each subject, only two marks were used last year: S for "Satisfactory" and Df for "Experiencing Difficulty." One more mark will be added this year, O for "Outstanding," for the pupil who has done fine work to the limit of his ability.

At the end of each year a child's work is summarized in terms of his own capacity and in relation to the standardized achievement tests. This written report goes to the parent and a copy is kept in the child's permanent school record.



Arlington pupils from the 5th through the 12th grades who pass music aptitude tests may now, upon their parents' request receive school instruction in instrumental music.

In an arithmetic class at Shirley school, the pupils are working out a "number story" to learn what different combinations add up to six.

Ungraded Primary Department

Under the ungraded primary department plan now in operation in Arlington schools, the work normally done in the first three grades of school is considered as one continuous unit.

The curriculum in Arlington's ungraded primary department is that prescribed for the first three years by the Course of Study for Virginia Elementary Schools. Most children will complete the work in three years; others may require four. All the boys and girls will go into the fourth grade when they complete the primary department work.

The advantage of the ungraded primary department is that a child may progress in each subject according to his own ability. He will be given more advanced work and an enriched curriculum as he is ready for it. At the same time, the child who needs unhurried, careful drill is placed in a group where he may receive this type of teaching.

Beginners in Arlington schools next September will number about 2600. Already the schools are wondering just where they will put these children when they, and other similar large classes, reach high school. There are only 2400 students in all three grades at Washington-Lee now.

Special Education

A CAPACITY enrollment of 60 children now crowds the Hume school, opened in Arlington last year for children handicapped by unusual educational retardation. Operation of the Hume school complies with the aim of the Virginia Board of Education to give every child an opportunity for an education.

Most of the children at Hume are slow learners because of brain damage or some other physical reason. Some are emotionally disturbed.

These children learn many useful things when taught in small groups by the four sympathetic, trained teachers at Hume, but they cannot be expected to compete in an ordinary public school classroom. Further, a regular classroom teacher could not take as much time from her other pupils as would be necessary to train these children well.

The aim of the Hume school is to teach each child there to develop to his own full capacity. It is believed that probably 80 percent of them will be capable of being self-supporting when they reach maturity.

This year two junior high school classes and one in the negro schools care for other children who need a type of education similar to that offered at Hume.

Other Services to Handicapped

Arlington schools continue the sight-saving class, the Edison school for children with physical disability, the special lip-reading and speech classes for children with defective hearing; and home instruction for children too ill to attend any school.

The Gifted Child

Arlington's school curriculum is so arranged that the gifted child may extend his learning as far as his capabilities make possible.

Piano, violin and wind instruments are being studied now by 1300 of our elementary school pupils. Speech and art programs offer opportunity for special progress by the gifted child. School libraries, now being expanded, make it possible for the gifted child to study further in many different classroom fields.

Nearly 100 elective courses and many extra-curricular activities give superior high school students the opportunity to study and develop in many areas of learning.

Summer Classes

Elementary and junior high school summer classes in Arlington schools are being given a new emphasis at this time.

Instead of aiming to accelerate children who wish to skip or make up grades, the summer instruction is now offered in order to strengthen the abilities of students who need help in specific subjects.

Pupils are admitted to summer school only on recommendation of their principals. Exceptionally well-trained teachers from the regular school staff work with these selected children in the summer courses in order to teach them to do the best work of which they are capable. The summer instruction saves much time during the regular school year. A small fee is charged in order to stabilize the enrollment.

Senior high school summer courses are on the same basis as in previous years.

Psychological Services Help Many

During the last school year, 604 Arlington children were referred to the psychological services of the county public schools for individual study. An additional 600 five-and-a-half year old children were given individual examinations in the pre-school testing program.

To aid the children referred for individual study, recommendations were made regarding placement in grades, admission to special classes, medical examination or treatment in psychological clinics. Much preventive work was done through consultation with parents and teachers.

Children examined last year ranged from those deficient in learning ability to others with superior intelligence. They were referred by parents, as well as by the schools, for a wide veriety of reasons, including emotional or social immaturity, reading difficulties and many special problems.

Group therapy was started last year on a limited scale to help a small group of insecure children. This has proved so successful that it is hoped it can be extended to reach more boys and girls in need of it. The children are formed into small "clubs" where they have an opportunity to make adjustments to the small group and thus prepare for better adjustment in the larger classroom situation.

In addition to the permanent staff of three psychologists, one trained volunteer worker is doing individual therapy with a few children. Those with more serious difficulties are referred to local child guidance clinics.

The school psychologists work regularly with parent study groups and with Parent-Teacher Associations.

The psychological services obtain much skilled assistance without cost through conducting a training program for clinical psychologists. In this program, students working for advanced degrees at George Washington University and Catholic University gain practical experience working with Arlington children. The training program meets all requirements of the American Psychological Association.

Good Speech for All

Lack of the ability to talk effectively is a serious handicap to any individual. For this reason, the Virginia Course of Study recommends regular instruction in speech for all public school pupils.

In accordance with the state plan, Arlington now employs special teachers of speech to serve the entire school system. The elementary speech teachers spend one-third of their time assisting with a general speech program reaching every pupil. In the remaining two-thirds of their time they help children handicapped by voice difficulties, stuttering, lisping, poor enunciation or general inability to express ideas. Lip reading is taught to boys and girls with severe hearing loss.

In Junior and senior high schools, the speech teachers offer regular speech classes, conduct therapy for pupils with speech difficulties, and direct dramatics and other public presentations.

A Speaker's Bureau is operated by junior and senior high school students to serve the community by giving talks and plays to further the work of the Community Chest and other community agencies.

Beginners Below 6 Years Old

An innovation adopted in Arlington public schools last year was the admission to September pre-primary classes of children five and a half years old. Beginners of this age are admitted only after taking simple psychological examinations. They must show in the examinations that they have reached a development equal to that of the average six-year-old in mental, physical, emotional and social growth. Only children who will be six years old before the following March 1 are examined.

Upon application by their parents, more than 1,400 children of the five-and-a-half year old group were examined during the past two summers in Arlington. More than 80 percent of them were accepted for school enrollment and, in most cases, are doing well in school.

Admission of five-and-a-half year old children was adopted as a policy by the Arlington schools because the county schools are on an annual admission basis under which beginners are allowed to enroll only in September. Thus, without the new admission plan, even a well-developed child who had not reached his sixth birthday by September 30 would have to wait a full year before being admitted to any public school.

Washington Post Photo

Selected treasures of the National Gallery of Art are enjoyed by hundreds of Arlington children on school art department tours. The tours are one phase of a good art program for all grades.

1951 Washington-Lee Graduates Awarded $60,000 in Scholarships

ONE of the best ways to evaluate a total school program is by the accomplishments of students after graduation. Young men and women completing the various courses at Washington-Lee high school are making fine records in college and in jobs.

Diplomas were awarded to 539 graduates at Washington-Lee high school in June, 1951. Approximately 40 percent of these young people went on to take further training. A total of 200 of them were accepted in colleges and universities from coast to coast, including the highest-ranking educational institutions in the nation. A few others are in nurse's training and some are taking business courses.

Many of the Washington-Lee graduates are attending college on scholarships. College and university scholarship awards totaling more than $60,000 in value were won by students of the 1951 class.

Among the institutions which gave the awards to Arlington students are Radcliffe, Cornell, Northwestern, University of Virginia, Virginia Military Institute, Carnegie Institute of Technology, Sweet Briar, American University, George Washington, Wesleyan, Duke and Harvard. Many other institutions were also included on the list.

High School Students Get Jobs

Before school closed in June, 133 members of the Washington-Lee graduating class had obtained permanent jobs with the assistance of the school guidance department. Most of them went to work the week after school closed. Others obtained work later through their own efforts.

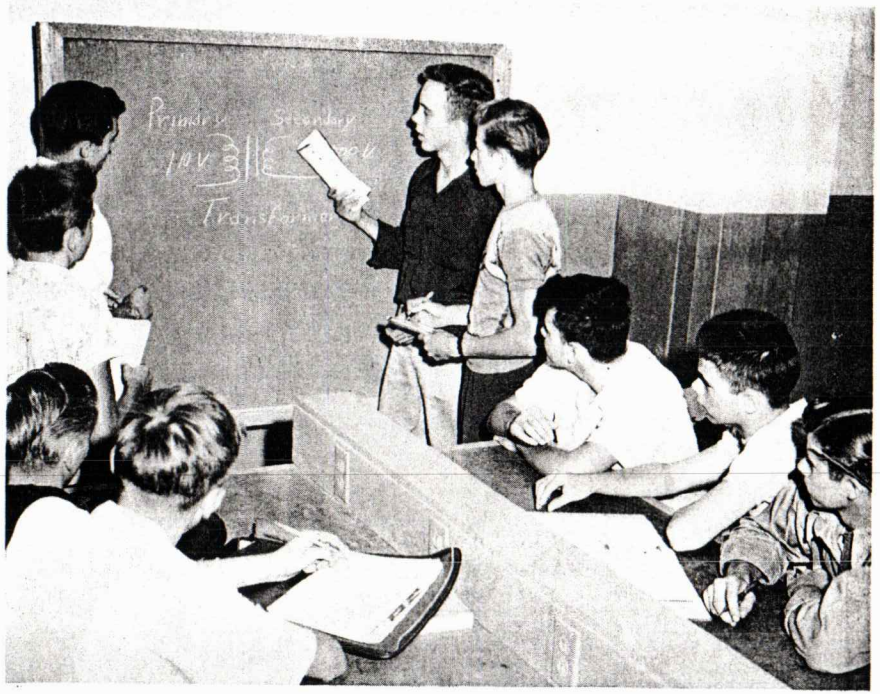
Numbers of students take business courses in high school, planning for jobs in government. Evidence of the fine work done in this phase of vocational training at Washington-Lee is contained in a letter from the Chief of the Personnel Division of the Department of the Army, written to the high school after a large group of students from there took Civil Service examinations last May. The letter reads:

"The results of the Clerk-Typist and Clerk-Stenographer examinations given to your students are excellent. Records of this office show that the percentage of eligibles among the Washington-Lee students is far above the average, which reflects a real credit upon the faculty and students of Washington-Lee high school."

Electronics Taught

Electronics is being taught for the first time this year in Arlington schools. This addition to the Washington-Lee high school vocational shop program is made possible because additional space is now available in the Administration Building, adjoining the high school property.

Sixty students can be accommodated in the electronics course, twenty at a time in three two-hour classes each day. The course includes fundamentals of electricity, radio, television and industrial electronics.



Boys learn simple fundamentals of electricity as they begin a practical course in electronics at Washington-Lee high school.

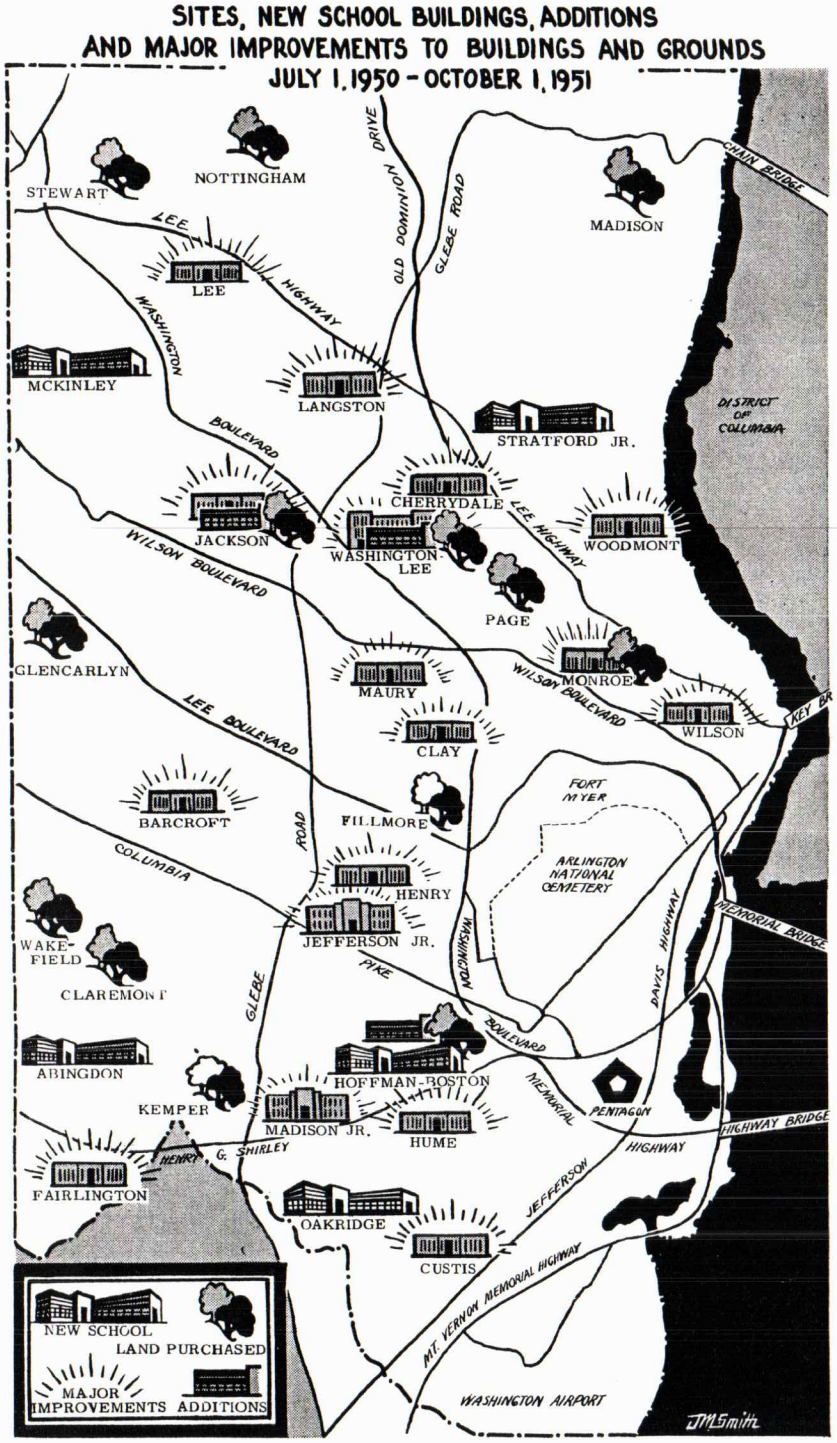
Adults and Students Trained for Better Retailing

With the opening in Arlington this fall of two large department stores—one of them employing 1,000 workers—and with many additional smaller stores opening in the adjoining general shopping area, prospects for employment in retailing are very bright for local high school students, whether they wish part-time work now or full-time work after they graduate from high school.

In order to help the high school students get the best jobs possible, the Distributive Education Department at Washington-Lee high school offers special short-term courses in selling, in addition to the regular Distributive Education classes which are given throughout the school year.

Successful evening classes in retailing were conducted for adults last year by the high school Distributive Education staff, and are being continued this year. There will be evening courses for store eployees in such subjects as public speaking, salesmanship, supervision, display and human relations.

Special on-the-job training classes were also launched this year by the high school Distributive Education instructors to train small groups of store employees during working hours.



Good Schools Recommended In County's Six Year Program

AS PART OF Arlington's Six Year Program, developed during the past few months by the Arlington County Planning Commission, in cooperation with its Citizen Advisory Committee, the following general recommendations were made concerning the county's school program:

1. That highest priorities be given to the construction of new schools or additions and improvements to existing schools until adequate facilities are available for all children for full-day sessions at a standard of not more than 25-30 pupils per classroom.
2. That land acquisition necessary for a complete school program for a population of 250,000 by 1980 be made as soon as possible.
3. That teachers' salaries be raised to, and maintained at, a level commensurate with those of the surrounding areas.
4. That careful study be made to determine whether the older school buildings should be remodeled or should be replaced in the interests of both economy and a sound educational program.
5. That in the construction of new buildings, the School Department proceed with carefully-planned, functional, permanent structures which will be durable, expandable, and economical to maintain.

Arlington will have to be prepared for a school population of 28,000 to 30,000 by 1956-57, according to the estimates of the Planning Commission. There are 17,500 pupils in our schools now.

This chart shows how our school property has been improved through land purchases, new buildings. additions and major renovations. The symbols indicate the nature of the improvements.

Critics Praise Our School Singers

Superiority deserves recognition and this bulletin is happy to give credit to the unusual accomplishments of Arlington's Washington-Lee High School Choir and Madrigal Singers under the direction of Miss Florence Booker.

Year after year Washington-Lee's singers achieve a rank which places them among the best high school music groups of the nation.

It is a rare event in music for high school singers to be invited to appear in concert with a major orchestra, but this honor came to the Washington-Lee Choir last year when they were invited to join the Washington National Symphony Orchestra in its annual Christmas concert.

Critics of all Washington daily newspapers united in enthusiastic praise of the Arlington musicians. Typical of their comments is this one by Paul Hume of the Washington Post: "Florence Booker's choir from Arlington's Washington-Lee High School is a perfectly balanced chorus. They have the stamp of the finest professional work. . . . Added to this, everything they sang was of the highest caliber, constantly presenting new facets of their excellence. What a credit to their community, and what an example of what public school music can do at its best!"

Hobby Clubs at Washington-Lee

More than 2200 out of 2400 students at Washington-Lee high school have joined hobby clubs this year in 65 different fields of interest.

The project is a coordinated effort to develop leadership abilities in as many as possible of the students in this large school, to help the boys and girls improve their personalities and to give them an opportunity to enjoy new activities. Membership in the clubs is entirely voluntary. The groups meet once a week for a 45-minute period during school hours.

Every member of the Washington-Lee faculty is assisting in the club program.

The hobby clubs range from those in obvious fields such as stamp collecting, dramatics and public speaking, to other clubs in fashion modeling, making plastic jewelry, stage craft, a boys' chef club in which the boys learn to cook, girls' tumbling and acrobatics, square dancing, ballroom dancing, movie viewing, art and music appreciation, singing for fun, hiking, bridge and canasta, and even fly casting. There is a club for future teachers, one for bird watchers, a girls' rifle club, one for students who wish to organize sight-seeing trips around Washington, another to gather historical material, and many others.

Map Making Taught

Cartographic drafting, or map making, is being taught at Washington-Lee high school this year for the first time, adding one more practical course for students wishing to prepare for immediate job openings.

The map - making instructor, a teacher in the regular vocational department at Washington-Lee, took special training last summer from the United States Army Map Service to fit him for this specialized teaching.

Driver Training Program Expanded

Arlington's high school driver training program was expanded last year so that every student wishing to take this course may complete it before graduation. Priority is given to upper classmen.

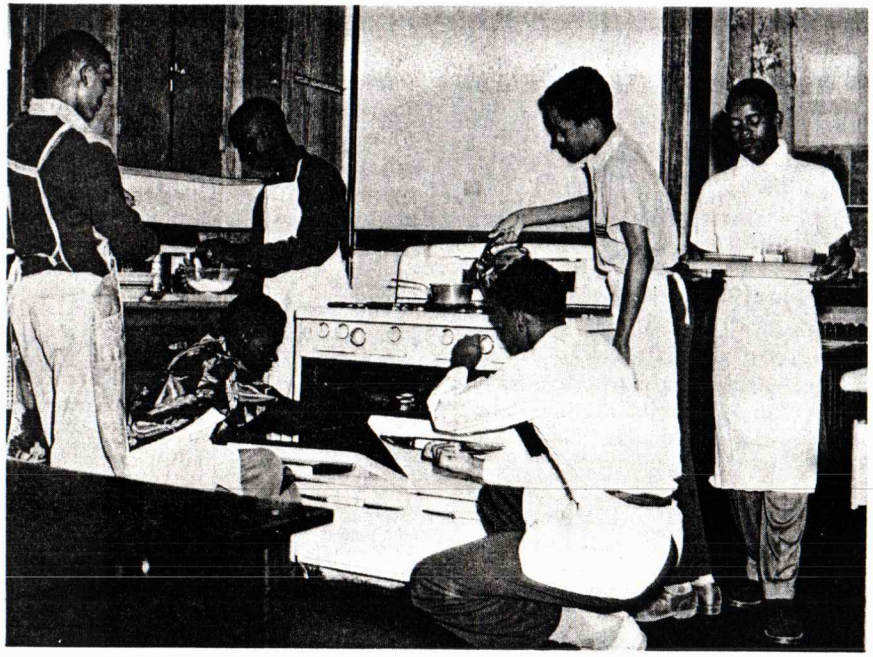
In previous years, Washington-Lee high school had offered a driver-training course which was superior in every way except that it could be given to only 54 students a year—thus leaving more than 95 percent of the students without this instruction. The previous course was also prohibitively expensive, costing more than $50 per pupil.

The new driver-training course is given under a plan sponsored by the State Department of Education and open in Arlington to both colored and white students. Instructors are qualified according to standards set by the American Automobile Association and meet all state educational requirements.

The course opens with two weeks of intensive classroom study, for one hour each day. This is followed by parent instruction given according to the state requirements, with regular check-ups by the teacher. The eight units of the course end with examinations for driver's permits given at the school by state traffic officers.

An automobile is supplied by the Brown Pontiac Company of Arlington.

Washington-Lee students show hand signals as they take state tests for driver's licenses to complete driver training course.



Boys at Hoffman-Boston high school enjoy a vocational class in catering, taught in the home economics department.

Negro Schools Improved

PROGRESS of Arlington's Negro schools is reported throughout this bulletin, since both white and colored schools of the county receive the same services, their teachers work under the same salary scale, attend professional meetings together and meet the same requirements of training, and since the same standards are maintained in white and colored schools. There are 1,059 Negro pupils in Arlington public schools this year, comprising 6 percent of the total school enrollment.

At this time, Negro schools in Arlington are being materially improved. Therefore it seems fitting to devote one section of this report exclusively to their activities.

The constitution of the state of Virginia requires that separate buildings be provided for white and Negro pupils. Arlington's four Negro schools are benefiting greatly from the county's school construction and renovation program, as follows:

1. Langston: Major alterations completed during the summer. New floors laid, complete building painted. Former basement remodeled to provide clinic and new multipurpose room with library.

2. Hoffman-Boston elementary: New six-classroom building opened in September, with modern facilities of all kinds.

3. Kemper: Funds voted last April for addition to present school building.

4. Hoffman - Boston Junior - Senior High School: Large new addition being built, to include gymnasium, shop, cafeteria and office.

Particular progress has been made in the past two years at Hoffman-Boston high school, so the school is now accredited. A good library was installed, new courses were added and other facilities improved in order to obtain the state accredited rating. The guidance department, organized at Hoffman-Boston two years ago, is growing in usefulness in helping students meet problems both in and out of school. A career day, to inform the students about jobs, was held last year.

Music, art, speech and dramatics, which have been added to the Hoffman-Boston curriculum in the last three years, now receive much time and attention there. Last year the school glee club received high ratings in both regional and state music festivals.

Industrial arts, which includes general shop, is offered from the seventh through the twelth grades. Some students are now studying bricklaying. Twelve boys are enrolled in an auto mechanics course and another group of boys study catering under the home economics teacher.

Hoffman-Boston basketball and baseball teams entered interscholastic competition for the first time last year and the students are now making plans to organize the first high school golf team in Arlington.

This year, all three colored elementary schools have the part-time services of a librarian.

Negro schools are being used this year for the first time in the county's recreational program for teen-agers and adults. Also, the physical education department at Hoffman-Boston now sponsors a dance club where students may study ballet and modern dancing.

Pupils Transported at Low Cost

With the completion of a year of operation of Arlington's fleet of 23 school buses, records show that the cost for the year's transportation averaged $11.82 per pupil carried. This amounts to less than 7 cents a day, or approximately 3½ cents per ride.

Total operational cost of school buses in Arlington for the last school year was $76,112.14. The greater share of this is returned to the county from a state appropriation for bus transportation. The bus fleet cost $72,741.12. This sum is also largely returned to Arlington in the form of annual payments from the state toward depreciation of the vehicles.

An average of 6,437 pupils were carried to and from school daily last year. This year 7,236 pupils ride the school buses.

Schools open each morning on a staggered schedule from 8 to 9 a.m., in order to make maximum use of the buses. Each bus makes from four to five trips every morning, and the same number in the evening. They start their trips taking senior high school students to school, and complete their rounds by transporting elementary children who live more than a mile from school.

The buses are used during the day for many educational field trips, for which the pupils pay.

Each Arlington school bus averaged 90 miles of travel daily last year.

Students Given Individual Guidance

The guidance department in Arlington's public schools is exactly what the name implies: an organized effort to guide each pupil to get the most benefit out of school.

There has always been guidance in good schools although it has not always been called by this name.

Countless teachers put into effect the principles of guidance when they help pupils select the most useful courses for them, when they assist boys and girls to get jobs after they leave school, when they encourage students to go to college and help them meet college entrance requirements, or when they aid young people to solve perplexing personal problems. In Arlington's big school system the regular teachers cannot possibly handle such problems as these for all their many pupils. That is why trained guidance counselors have been employed here, just as they are employed in other good school systems.

In the years before a child reaches junior high school in Arlington, all guidance is under the direction of the regular classroom teacher. She is assisted by the principal, the visiting teacher and by other members of the school staff.

A full-time counselor is employed in each junior high school in Arlington and in Hoffman-Boston junior-senior high school for Negro students. A staff of five counselors works at Washington-Lee high school and a general guidance supervisor has, for the past year, directed the program for the entire system.

One phase of guidance in Arlington schools centers in standardized tests given to determine each child's mental maturity at various grades and to show his progress in various fields of learning. The aim of these tests is to show where an individual pupil needs extra teaching and also to indicate where the school program needs to be strengthened.

As the pupils grow to high school age they are given tests to find out their occupational interests so they may be helped in selecting the courses of study which will be of most value to them. There is a concerted effort to bring the parents into the planning for each student's college or work career.

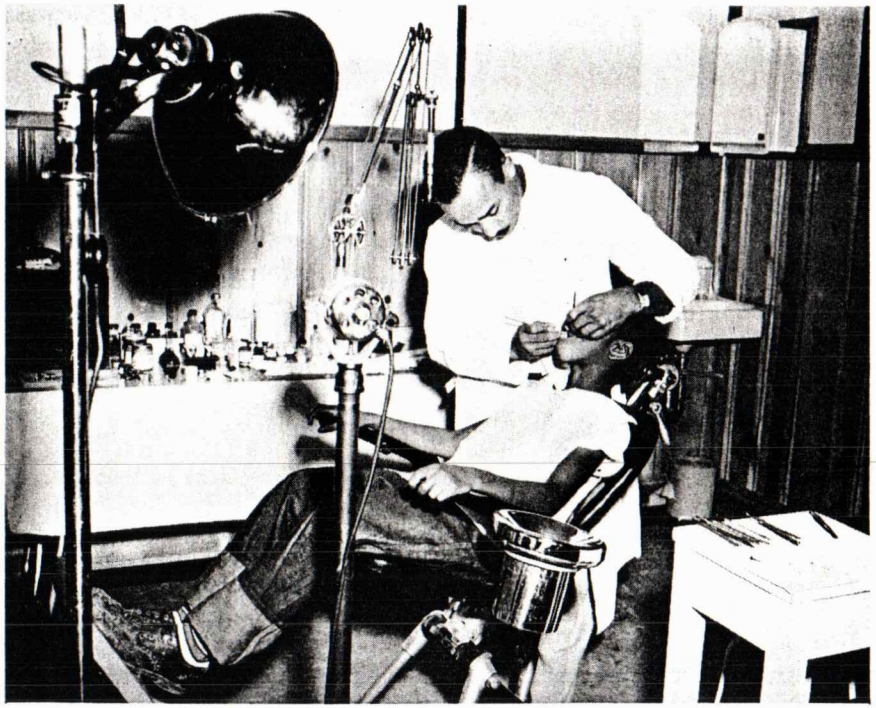
About 40 percent of the students at Washington-Lee high school go on to college and there is a complete and effective college counseling service for them at the high school.

One counselor at Washington-Lee is now making an unusual success in finding jobs for the 60 percent of the students there who go to work as soon as they graduate.

An "exit interview" is held with every student who drops out of high school before completing his course. If the drop-out is caused by conditions which can be remedied, the guidance department does everything possible to got the student to continue in school by correcting the conditions which have caused him to want to leave.

Setting up of students' class schedules in advance of the opening of school is one of the tremendous jobs faced by the guidance staff at Washington-Lee high school and at the Junior high schools. This makes possible the orderly opening of school with a minimum of loss of time from the regular study program.

Under the direction of the guidance department, a continuous cumulative record is kept for each pupil in the Arlington schools, starting when he first enters and continuing through the twelfth grade. Thus it is possible to measure a student by his own growth, as well as by his school grades.



This picture shows a boy at Langston school in Arlington being treated by a dentist from the Virginia State Health Department.

Schools Guard Pupils' Health

IN its constant effort to improve health services for Arlington children, the school health department has made several changes in policy and procedure in recent months.

A conference between the teacher and the school nurse early in the school year concerning each individual child replaces the former routine physical check-up, which often did not result in maximum benefit to the pupil.

In cases where the teacher and nurse find some special need, a physician evaluates the child's health in an examination at which the parents are asked to be present, since such examinations are found to be of little value unless at least one parent can be there. More than three-fourths of the parents now attend these examinations. If further medical follow-up is indicated, the child is referred to a private physician or a clinic.

All periodic tests of hearing are now given by trained specialists. Height, weight and vision are recorded annually. Dental inspections are also given annually. Correction of physical defects to insure the best possible health for the child today—as well as the best possible health for him in his mature years—is one of the aims of the department.

Perhaps the most significant recent advance in the Arlington school health department is the improvement of

health teaching in the county schools. This was formerly incidental to other courses. Under a newly employed health education supervisor, health teaching is now made into a well-integrated program, with special classes set up in secondary schools.

Just as the classroom teachers work as a team with the school nurses to keep a watchful guard over the physical well-being of each child, so the nurses work with the teachers to enrich the health teaching in all grades. The nurses supply resource material and help plan health teaching units.

Arlington's school nurses, already exceptionally well-trained in public health work as well as in actual nursing, may now reach the highest level of their salary scale only by further advanced study. The salary scale is based on that of the Arlington county health department nurses. Each nurse is required to have public health training from a college approved by the National Organization of Public Health Nurses, and is also required to have a nursing certificate from an accredited nursing school.

Each of the 11 school nurses has an average of 1600 to 1700 pupils under her charge, a number close to the accepted standard of 1500 pupils per nurse as set by national leaders in the field of public health.

A well-trained negro nurse who has worked part-time in Arlington's colored schools for the past two years, is now employed there on a full-time basis. As with the other nurses, her duties include following up of physical defects to strive for their correction; counseling with students, teachers and parents; planning for first aid; and some assistance in health education.

The school dental program, in which Arlington pioneered, is carried on as before. Last year, under the dentist employed in the white schools, 10,086 elementary children were examined, a total of 2,165 corrections were made and 1,233 children were treated. Many others had work done by private dentists.

Dental work for colored pupils is done by a dentist from the State Health Department who has made short annual visits to Arlington negro schools for the past three years. Previously there had been no negro school dental work in the county for several years.

The Arlington Medical Society, through its active school health committee, assists the school health program in many ways. The Society is now working with the school health department to set up specific physical standards for school athletes. These standards must be met by all students competing in athletic events.

Citizenship Education Project

Washington-Lee high school was one of a limited number of secondary schools in all parts of the United States selected a year and a half ago to help launch a "Citizenship Education Project" financed by the Carnegie Foundation. Many additional schools were added this year.

Projects and methods used by good teachers in training their students in the responsibilities of citizenship are collected by the organization for distribution to other schools. The Civics Class Election, held annually at Washington-Lee high school in Arlington, was chosen as one of the projects to be recommended for use all over the nation.

Arlington Teachers Use Modern Teaching Materials

Arlington teachers this past year used four times as many films, film strips, musical recordings and other helps provided through the county Teaching Materials Center, as were used during the 1948-49 school year when the center was first in operation. Total circulation from the center for the past school year amounted to 8,410 items.

Teaching materials are now available in all fields and for pupils of all ages. There are such things as simple film strips showing beginners how to use numbers, rhythm records for young children and science kits for older elementary pupils.

There are also such items as advanced science films, a motion picture called "The ABC of Hand Tools" for boys taking shop, and "A Secretary's Day" giving practical help to young women studying the business courses at Washington-Lee High School.

Virginia is the only state in the Union which requires that each new classroom be provided with shades for darkening, in order that educational films may be used regularly in instruction. As a result of this requirement, all new Arlington classrooms are so equipped and older classrooms are gradually being brought to this standard.

Three trips a week are made by the school delivery service, primarily to deliver teaching helps ordered by the schools from the Teaching Materials Center. Arlington's compact size makes it possible to stop at all schools in a trip of 40 miles, which can be completed in less than 4 hours. Last year an average of 635 items, including school mail and teaching aids, was carried on each delivery.

There is room this year in the new quarters at the Administration Building to add additional types of teaching helps such as industrial displays provided by manufacturers.

Buses Take Children on Field Trips

Arlington public school pupils in all grades took 501 educational field trips last year. These trips have become an established part of the curriculum in our schools and are growing in popularity.

Each field trip is planned as an integral part of a study unit. The pupils are prepared in advance for what they will see on the trip. Constructive review after the outing aims to make the experience of real educational value.

The trips are made possible by using school buses during the hours when they are not needed for regular school transportation. The pupils pay 25 cents each for transportation to places within a 25-mile radius of their schools.

In addition to the many historical shrines, museums and centers of government activity which the city of Washington offers for educational visits, there are scores of other places in the community which the students study.

Ninety possible field trips are listed in a mimeographed "Field Trip Directory" for Arlington schools written during the summer by a committee of teachers, principals and supervisors. The guide is based on the experiences of teachers and pupils in making field

trips during the past two years.

There is great variety in the trips. The National Airport, where students learn about weather and flight records, is listed for a tour. Some groups of younger children who had never traveled by railroad had fun last year going to Union Station in Washington by bus, riding to Alexandria on the train, and then being met there by bus for the return trip to school.

A telephone exchange, a bakery, a flour mill, a hatchery, a newspaper office and other business houses are among places the students may visit. Some have studied water purification at the Dalecarlia Reservoir, others have taken early morning bird walks. They use the whole community as a laboratory for study.

Receipts Cover All Food and Labor Costs in School Cafeterias

NO local tax money is used by Arlington's school cafeterias to buy food or to meet the payroll for cafeteria workers.

Arlington's school cafeterias were formerly operated by private concessionaires. They are now operated by the School Board. Under the present management, all cafeteria bills have been paid from receipts and necessary equipment replaced. Electric refrigerated milk boxes have been purchased to replace inadequate storage boxes at eight schools.

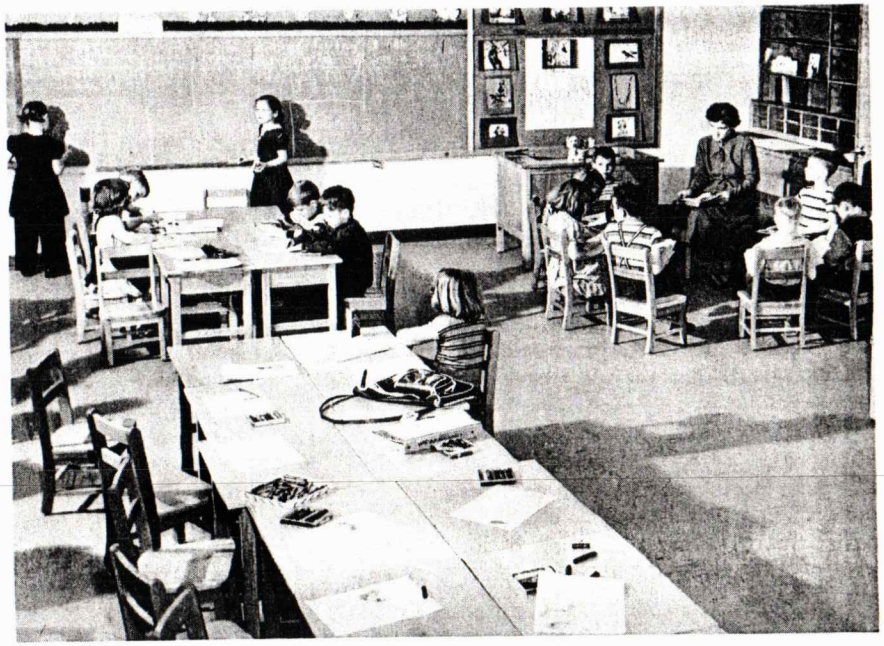
New cafeterias were opened during the past year at the Oakridge, Abingdon, Stratford, Glencarlyn, Reed and McKinley schools. This year some schools without cafeterias are being served lunches from a central kitchen at Yorktown.

Arlington residents, through their federal taxes, have supported the National school lunch program ever since it was first launched. It was not until three years ago, however, that Arlington began receiving any grants under the program. At that time, Arlington joined the Federal school milk program. The price of milk had been as high as 8 cents a half pint in some Arlington schools and was cut immediately. Today it is selling at a uniform 5 cents a half pint.

Arlington has been receiving the full government subsidy on hot school lunches for two years. Last year the cash payments received amounted to $37,106. Surplus foodstuffs worth $17,482 were also given to the county's schools.

An average of 4,455 pupils participate daily in the lunch program and an additional 4,000 benefit from the subsidy on milk. The full balanced lunch is sold for 25 cents. Approximately 500 free lunches are served each month to needy pupils certified by the School Health Department. Free milk for such pupils runs to 1,000 bottles a month.

Storage space now available in refrigeration units in the new Administration Building permits quantity buying of foods and is expected to help keep the price of lunches down in spite of rising food costs and in spite of a substantially higher wage scale for cafeteria employees.



Modern, movable desks make possible many different classroom arrangements, to suit a wide variety of activities.

Our Schools Have Modern Desks

"Is the furniture in my child's classroom movable, modern and comfortable?"

This question appears in a recent magazine article as the first test by which parents may decide whether or not the school which their child attends is a good one. The new desks are recommended, not only because they benefit the children physically, but also because they permit a more flexible curriculum.

Arlington is now well on the way toward providing the desirable movable, modern and comfortable furniture throughout all its schools. Replacement of old-fashioned screwed down desks has been a continuous project during the last few years, having been started under the previous school administration. Budgetary limitations would not permit the purchase of movable desks for all the pupils at one time. Now, however, the project is nearly complete in elementary schools although much still remains to be done at some secondary schools.

The furniture being purchased at this time consists of chairs and small tables. All of it comes in varying sizes and is distributed to the classrooms to suit the physical needs of the individual pupils. It is finished in a light, natural wood tone which gives a restful background for the child's work. The tables may be used separately, grouped together to furnish a large working space, or pushed aside to leave an open area for activities.

School Library Service Expanded

The State Department of Education recommends that each school in Virginia with seven or more classrooms be provided with the services of a librarian. Elementary school librarians were employed in Arlington for the first time last year, expanding the school library system, which had formerly served only junior and senior high schools of the county. There are now eight elementary librarians serving ten of Arlington's thirty-one elementary schools.

Parents, working under the school library supervisor, have given invaluable help during the past three years in cataloging and processing books for circulation. In some of the schools, pupils handle many details of circulating the books.

There are now 67,404 books in Arlington's school libraries. Approximately $15,760 worth of new books will be added this year. The state of Virginia will pay $5,760 of the total for new books under the book unit plan by which the state pays $40 toward each $60 book unit. Arlington was allotted 144 book units this year. The remainder of the local library appropriation will buy basic book collections for new libraries such as those at Oakridge, Hoffman-Boston, and McKinley elementary schools and will also buy additional reference material for other schools.

More than $4000 worth of library catalogue cases were obtained last year by our schools from government surplus at a fraction of their original cost and were put in usable shape by the summer repair crew.

Visiting Teachers Help Pupils

The name "visiting teacher" is one used by the state of Virginia to designate a local school staff member, paid in part by state funds, who works with children who are irregular in attendance, those who fail to fit harmoniously into the classroom, and those who suffer from physical or mental conditions which affect their normal participation in school activities.

The visiting teacher does much preventive work by correcting children's maladjustments in their early stages and thus avoiding more serious problems in later school life. Every resource of the home, the school and the community is used by the visiting teacher in helping the children.

A total of 551 children were referred to Arlington's visiting teacher service last year. The service now includes two full-time workers, both meeting state requirements as to training and experience. Another staff member, who first established this service in Arlington, now gives half time to the school visiting teacher service and half time to the county juvenile court.

The half-time worker, in addition to his scheduled work at schools, also handles cases involving school property damage, out-of-school problems, and bus stop incidents that are reported to police.

The visiting teacher is not to be confused with the special teachers who instruct homebound children who are unable to leave their homes because of illness or physical disability.

New Supply Center Makes Possible Economical Buying for Schools

A well organized supply center is now in operation in Arlington's schools. This supply center, located in the new Administration building, serves the schools in three ways: purchases can be made in quantity, thus making possible low prices obtained through competitive bids; materials can be safely stored so as to eliminate waste and spoilage; and supplies are available at the schools when needed.

Teaching supplies, office supplies and all materials required by the maintenance department are handled in the supply center. Storage space in newer schools and extra shelves and closets recently installed in the older buildings provide space for the materials after they are distributed.

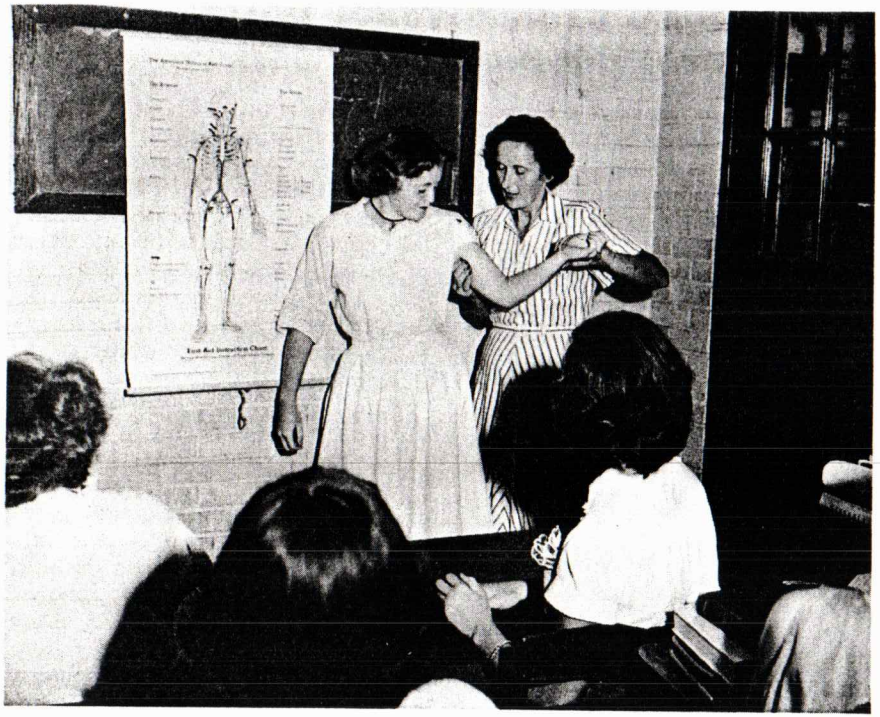
A new system was set up last spring allowing a uniform $3 per elementary pupil and $4 per high school student for instructional supplies. This includes materials such as chalk or crayon used individually by the pupils, as well as teachers' demonstration materials and library supplies.

Principals were asked to turn in an inventory of all materials on hand last spring and then make up orders of materials needed for the coming year. They were instructed to allocate only 80 percent of their supply funds, in order to leave a margin for emergencies.

Early orders were placed and the materials began arriving in July, in preparation for the opening of school. Now the supply room is stocked with everything from mimeograph paper, ditto fluid, blackboard erasers, ink, scissors and paper clips to brushes, mops, cleaning powder, soap, electric light bulbs, wastebaskets and many other things.

A cost accounting system and a continuous inventory are kept on each individual item at all times.

Moving Day — the Supply Center takes over its new quarters.



To aid the Civilian Defense program, all junior and senior high school students in Arlington are being trained in first aid.

Air Raid Safety Measures Taught

During the early weeks of the 1951 fall term of school, all Arlington public school children were instructed in the rules of self-preservation in the event of an air raid. This was done because authorities agree that, in case of atomic attack, loss of life can be cut at least 50 percent if the people in the bombed area know what to do for their own safety.

All public school teachers and principals in the county were required this year to complete a course in First Aid, so every teacher now holds a standard Red Cross first aid certificate.

Public school buildings were surveyed last spring to determine the safest places for the children if an air raid should occur. Specific plans were made to shelter each class in the building. Air raid drills are being held this year, on direction from the administrative office. Children then practice the safety measures they have learned.

Home nursing is now being given to all girls in home economics courses, some phase of the subject of home nursing being offered in each grade in the home economics department. First aid courses are also being offered to all junior and senior high school students.

Arlington Citizens Take Part In School Affairs

PROBABLY few school systems in the entire nation have enlisted as much community participation in local educational matters as have the Arlington public schools.

Nearly 400 citizens serve at present on advisory committees set up for each individual school, and on advisory councils appointed by the school board to advise the board on various phases of curriculum and administration.

Twenty Arlington men are giving valuable help to the school administration on the School Construction Advisory Council, one of the newer advisory groups. Building contractors, architects, engineers, real estate men, retailers of building materials and other business leaders act on this committee to advise the school board concerning school sites, building materials, and general construction problems relating to new schools.

The Personnel Policies Advisory Council, including experts in the areas of education, personnel administration and employee relations, has in recent months contributed many hours of help to the school board by drafting a proposed outline of personnel policies for the board to follow in dealing with teachers and other school employees.

Committees have functioned for three years in the fields of art, audio-visual teaching aids, guidance, home economics, libraries, music, physical education, special education for the handicapped, vocational education and health. A committee on buildings and grounds drafted rules for use of school property by community groups.

Advisory councils on budget procedure, on public relations, school transportation, school districting, and on radio, television and dramatic art have been named by the school board in recent weeks. New councils have also been set up to advise concerning courses in trades and industries and on business and commercial courses. Many prominent citizens are serving on these committees.

Arlington's story of citizen participation in school matters extends far beyond that of advisory committees alone.

Last year 14,182 men and women paid dues to join the Parent-Teacher Associations in the 37 public schools of the county. These Arlington citizens comprise approximately 10 percent of the entire PTA membership of 143,219 from all the cities and the 100 counties of Virginia.

Parent-Teacher members have been of invaluable help, assisting in countless ways in all schools. Health committees made up of PTA mothers regularly assist during pupil health examinations and at pre-school conferences, taking care of routine duties so as to free the school nurses for their professional work.

Hundreds of books in elementary school libraries have been catalogued and processed for circulation by interested parents. A PTA speech committee, made up of representatives from each school, interprets the speech program to parents and also helps the teachers by showing them what is needed in the speech courses.

Each PTA in the county names a curriculum chairman to serve on the Parents' Council on Instruction, which works systematically throughout the school year to study problems related to the school curriculum.

The Citizen's Committee for School

Improvement, which spearheaded Arlington's successful efforts to obtain an elected school board, continues an alert and active interest in all school matters, working always for better schools. The Citizens' Committee, the County Council of PTA's, and many other local groups, including the Arlington Chamber of Commerce, joined in working to make a success of Arlington's orientation program for new teachers this past summer. Parents have given fine help for the past two summers in finding good living quarters for new teachers.

Service clubs take an active interest in the schools. The Lions Club has bought much equipment for the sight-saving class and has also contributed liberally toward equipment for the Hume school for educationally retarded children. The Quota Club this past year donated expensive equipment for the school program for pupils suffering from hearing loss.

Crowds of taxpayers have attended public hearings held by the school board on such subjects as school bus transportation, teachers' salaries, and the annual budget. Many committees of parents have worked in study groups to consider proposed changes in school procedure, such as that of inauguration of the conference-type of reporting to parents on their children's progress in school.

Athletics at Washington-Lee high school are the particular interest of the Washington-Lee Boosters, who have done much to assist the school. The Band Boosters' Club promotes the interests of the musicians in the Washington-Lee band.

Arlington's state employment office and many local business firms cooperate with the high school guidance department to find part-time and full-time jobs for students. Retail merchants and other employers hire students under a supervised program, coordinated with the Distributive Education Department and the Business Education Department at Washington-Lee high school.

The Arlington Medical Society has an active schools committee and works continuously in cooperation with the school health department.

Certainly the most dramatic demonstration of community interest in schools in Arlington is the School Board Nominating Conference. The third such conference was held in September, 1951, when 590 delegates from 97 Arlington organizations met for two evenings to select candidates for school board vacancies. Among those taking part were business men's organizations, professional groups, Parent-Teacher Associations, civic associations, women's clubs, women's voters' groups, and many others.

Financial Drives

To protect Arlington chidren and their parents from unlimited fund solicitation, but still give the children the experience of contributing to worthwhile causes, this plan is now used here:

Each request to solicit money from pupils is evaluated by a committee of teachers. The teachers decide which grade level of pupils might be most interested in the drive and in which grade the drive could have most educational value. The drive is then limited to the one school grade selected by the teachers, except for the Junior Red Cross collection, which is made throughout the schools.

Each organization permitted to collect funds is asked to provide educational material so the pupils may learn about the organization and the cause for which the money is collected.

Part of the crowd at the school board nominating conference, in which representatives of 97 local organizations participated.

Community Uses Our Schools

Schools built under the present school administration in Arlington have all been planned for use by community groups. Last year, new school buildings in the county were used on an average of 65 times each month by civic and church groups, dramatic clubs, political organizations and many recreational classes.

A representative committee of citizens, acting at the request of the school board, established the schedule of fees for use of school buildings by groups outside of the schools. In most cases, the fee covers only the pay of the custodian, who is required to be on duty when a building is open.

No other space in Arlington is available for the neighborhood adult recreation program now being undertaken in the county.

Seven of the newer local public schools were opened this fall for regular evening use as adult and teen-age recreation centers, under direction of the Arlington County Department of Recreation. Hoffman-Boston and Kemper Negro schools are used for a similar program for the colored residents of Arlington. In a number of neighborhoods, craft classes and dance groups for children are held regularly in elementary schools. This is part of a continuous cooperation between the schools and the Recreation Departent.

One school, Barrett, was used last year to try out the adult recreation program on a small scale. The multi-purpose room there was used two evenings a week for volley ball, badminton and ping pong. On the same

evenings, Recreation Department classes were held in tailoring, bridge, ceramics, oil painting and in refinishing small furniture. The project was so successful that it led to the expanded program undertaken this fall.

Large crowds enjoyed square dancing on the paved play court at Barrett school during the summer. Twenty school playgrounds were in daily use for the summer Recreation Department playground project. Also, children's classes in art and dancing were held at Yorktown and Barrett schools.

Teen-age dances are held regularly in school multipurpose rooms under Recreation Department sponsorship. Junior high gymnasiums are used to full capacity for basketball and other indoor athletics.

The Arlington County Council of Religious Education uses elementary school classrooms after school hours to give a graded course in Biblical literature to pupils whose parents request that they be given this training. These classes come on days when school is dismissed early for faculty meetings.

Charter For Citizen Participation

We believe that the educational program mantained by a community is the concern of all its citizens.

We believe that channels must be established and kept clear so that the people may express their wishes and opinions to their representatives, the School Board.

We believe that the School Board and the school staff should make full use of the expert knowledge existing in the community.

We believe that the staff of the schools should be available at all times to advise and assist lay persons in their study of the educational program.

We believe that the participation of citizens in educational planning should be kept as direct and informal as possible.

We believe that the School Board and the school staff should give full value to opinions of all citizens.

We believe that the extent and nature of the participation of each individual will be determined by his interest in the program and his competence to make a contribution.

We believe that the schools of Arlington County are so organized that the legal responsibility for educational policy throughout the county lies with the School Board and the Superintendent of Schools. This is the typical arrangement in American communities. We believe that citizens participating in educational planning should recognize the authority and responsibility of the School Board to make final decisions.

Members of the Advisory Council on Home Economics visit a cooking class at Stratford Junior High School in Arlington.

Accident Insurance for Pupils

A blanket accident insurance policy issued by the North American Assurance Society of Richmond, to cover public school pupils and teachers at a cost of $1 each per school year, is now offered in Arlington under sponsorship of Parent-Teacher Associations.

The School Board has given permission for the policy to be sold in the county, but assumes no responsibility in the matter. The policy has the approval of the Citizens Insurance Advisory Committee which passes on all insurance matters for the School Board.

The policy covers the insured child throughout the school day and for one hour before school and one hour after school closes, whether or not the pupil is on the school premises.

Interscholastic football players at Washington-Lee high school are covered by an accident insurance policy obtained by the school in cooperation with other schools in the Virginia High School Athletic League.

Economical Printing

Arlington's County Print Shop, established some years ago to do county printing at cost, is being used on a regular basis for school printing. A considerable money saving will be effected. Report cards, record forms, daily absentee lists, file cards, school health forms, blanks for making regular financial statements and many other types of school printing are being done.

TABLE I

SCHOOL POPULATION

Grades	1940-41	1945-46	1950-51	October 1951	Estimated 1955-56
1-6	4,643	6,873	10,501	11,469	14,000
7-9	1,955	2,386	3,252	3,553	5,700
10-12	1,381	1,566	2,328	2,483	3,700
TOTAL	7,979	10,825	16,081	17,505	23,400

TABLE II

THE TEACHING STAFF

	1946-47	1947-48	1948-49	1949-50	1950-51
Number of Teachers*	341	367	423	498	618
Pupils per Teacher**	32.2	31.1	31.8	29.0	26.02
Average Teacher's Salary	$2,569.35	$3,087.11	$3,397.89	$3,173.63***	$3,213.97
Average Years Experience	10.5	11.2	11.2	11.4***	10.2
Non-degree Teachers	85	65	74	77	66
Bachelors Degree	214	251	300	359	412
Masters Degree	42	51	49	62	103

*Includes teaching principals.
**Pupils in average daily enrollment.
***Drop in average salary from 1948-49 to 1949-50 reflects employment of 102 new teachers. Although these new teachers had an average of 6.4 years experience in other school systems, their salaries are lower than for comparable experience in Arlington, in accordance with the salary schedule.

TABLE III

SCHOOL OPERATING FUND

School Operating Fund	1948-49	1949-50	1950-51
RECEIPTS:			
From State Funds	515,153.24	599,993.44	714,798.15
From Federal Government	23,993.14	28,495.54	252,081.88
From Local Taxes	1,750,000.00	2,365,683.17	2,772,161.13
From Tuition	17,180.22	9,449.01	17,217.15
From Rents and Rebates	5,641.30	8,470.17	26,967.81
Transfers from other Funds	1,784.00	1,784.00	11,780.00
Miscellaneous	38,830.88	86,547.77	19,222.50
Adjusted Balance Brought Forward	221,981.37	311,638.57	282,295.10
Total Receipts and Balances	2,574,564.15	3,412,061.67	4,096,523.72
DISBURSEMENTS:			
Administration	60,601.88	84,474.39	104,033.59
Instruction	1,585,718.75	1,962,652.22	2,511,358.80
Medical Service	33,655.79	46,202.19	76,503.43
Other Coordinate Activities	3,601.64	9,763.07	8,535.95
Transportation	732.80	6,420.44	83,664.65
Other Auxiliary Agencies	49,776.11	105,715.50	7,634.49
School Plant Operation	165,302.18	214,660.69	272,583.66
School Plant Maintenance	78,211.66	165,188.09	167,602.81
Fixed Charges (Ins. & Rent)	4,191.37	40,964.84	50,911.34
Debt Service	174,694.55	240,887.59	447,467.50
Capital Outlay—Operating	109,313.82	265,137.94	299,728.89
Total	2,265,800.55	3,142,066.96	4,030,025.11
Balance Carried Forward	308,763.60	269,994.71	66,498.61

TABLE IV

THE 1951-52 SCHOOL BUDGET

Estimated Receipts

Item	Amount	Percent
Local Sources	3,521,457.00	73.9%
State Sources	820,250.00	17.2%
Federal Government	325,000.00	6.8%
Estimated Surplus	101,000.00	2.1%
TOTAL	4,767,707.00	100.0%

Estimated Expenditures

Item	Amount	Percent
Administration	114,295.00	2.4%
Instruction	3,130,851.00	65.7%
School Health Program	99,420.00	2.1%
Transportation	72,080.00	1.5%
School Lunch	10,450.00	.2%
Plant Operation	361,510.00	7.6%
Plant Maintenance	278,830.00	5.8%
Insurance and Rent	38,970.00	.8%
Capital Outlay	175,000.00	3.7%
Debt Service	486,301.00	10.2%
TOTAL	4,767,707.00	100.0%

TABLE V

SCHOOL CONSTRUCTION FUND

	1949-50	1950-51
RECEIPTS:		
From Sale of Bonds	2,500,000.00	2,250,000.00
Balance Brought Forward	1,365,571.57	1,339,796.79
Total Receipts and Balance	3,865,571.57	3,589,796.79
DISBURSEMENTS:		
Architects Fees	174,276.97	130,577.14
Purchase of Land	319,355.06	201,743.73
New Buildings	1,979,484.41	2,482,498.53
Equipment	40,198.42	33,509.46
Other Capital Outlay	12,459.92	15,032.92
Total Disbursements	2,525,774.78	2,863,361.78
BALANCE CARRIED FORWARD:	1,339,796.79	726,435.01

TABLE VI

INDEBTEDNESS AT CLOSE OF YEAR

INDEBTEDNESS AT CLOSE OF YEAR	1947-48	1948-49	1949-50	1950-51
Literary Fund	538,600.00	514,850.00	488,825.00	457,800.00
Bonds	813,584.00	2,519,400.00	4,923,216.00	6,910,032.00
TOTALS	1,352,184.00	3,034,250.00	5,412,041.00	7,367,832.00

TABLE VII

VALUE OF SCHOOL PROPERTY

	1947-48	1948-49	1949-50	1950-51
Buildings and Sites	3,923,188.00	4,344,456.00	7,870,864.00	10,014,000.00
Equipment	602,204.00	712,671.00	709,620.00	764,000.00
Buses	0.00	0.00	15,000.00	83,400.00
TOTALS	4,525,392.00	5,057,127.00	8,595,484.00	10,861,400.00

Advisory Committees

Abingdon
Leon S. Birnbaum
Mrs. H. Kenton Browning
Harold Sandbank

Barcroft
Mrs. Alfred B. Moe
Mrs. O. Glenn Stahl
Langdon West

Barrett
Arthur G. Conover
Mrs. Alfred Letzler
Richard Wheeler

Cherrydale
Mrs. M. A. Cardwell
C. L. Ellis
Mrs. Walter Savage

Clay
Mrs. Leo E. Boliek
Mrs. Gordon Fortney
Charles E. Planck

Custis
Wynne G. Alley
Mrs. H. B. LeRoy
Mrs. C. E. Straight

Edison
Mrs. Margaret Montague
Captain William Spencer
Samuel S. Whitt

Fairlington
Mrs. John W. Corris
Com. Oscar W. Fusch
Col. George E. Schunior

Glencarlyn
Mrs. Florence Backus
Gerald Reese
Mrs. Raymond W. Vernon

Henry
Oscar Elder
Douglas G. True
Mrs. Richard Yeatman

Hoffman-Boston
Littleton T. Gee
Mrs. Walter Minor
Lester Richardson

Hume
Robert S. Cochran
Morris R. Shipman
Mrs. Norman B. Turner

Jackson
Charles O. Carlston
Mrs. Kermit Lovewell
Willis E. Nowell

Jefferson
Mrs. Sarah Eigen
Mrs. G. D. Potterton
Harry B. Wirin

Kemper
Mrs. Richard Green
Mrs. Mary Ann Johnson
Mrs. Virginia Ward

Langston
Warren G. Hunter
George M. Jones
Mrs. Adele Williams

Lee
Mrs. Samuel Levy
William A. Newman
Lindell F. Shrum

Madison (elementary)
Charles Akre
Mrs. W. W. Jefferay
John Montgomery

Madison (junior high)
Mrs. J. F. Kendrick
Ronald B. Morgan
R. Douglas Smith

Marshall
Mrs. Grayson Merrill
J. C. Pettee
Arthur L. Wiley

Maury
Allen C. Dibble
Wilbert G. Fritz
Mrs. Harold R. Lewis

McKinley
Mrs. R. A. Burton
Frank Ellis
Mrs. C. F. Pilger

Monroe
Donald G. Heyne
Dr. Myron L. Koenig
Mrs. Howard Murphy

Oakridge
Ralph M. Kimble
James A. McIntosh
John W. Sipes

Page (small building)
Mrs. Robert Callaway
Mrs. Joseph E. Cooper
Kenneth Roberts

Pickett
William Lewis Hardin
Harry C. Sadler
Mrs. Robert E. Zipp

Randolph
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Mrs. Howard Gammon
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